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THE UNIVERSITY OF ALBERTA

A DESCRIPTIVE STUDY OF ADULT ESL PROGRAMS IN EDMONTON

BY

MARGARET G. HODGSON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
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THE UNIVERSITY OF ALBERTA
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled A Descriptive Study of Adult ESL Programs in Edmonton submitted by Margaret G. Hodgson in partial fulfilment of the requirements for the degree of Master of Education.

Supervisor

Date: August 11, 1989

DEDICATION

This study is dedicated to adult English as a second language learners.

ABSTRACT

The delivery of adult ESL in Edmonton involves both formal and non-formal organizations. Chapter 1 indicates the need to explore and describe the many ESL agencies by examining the educational and administrative frameworks of their operations. Chapter 2 presents the theoretical concerns pertinent to the study.

Chapter 3 describes the methodology. Documentary sources supplemented the background information for the interviews to take place, but the data were primarily obtained through face to face interviews. The data is analyzed in Chapter 4 through a review of the 10 thesis questions.

The study clearly reveals differences among the various agencies in their adult education practices in teacher selection, program design, and program services. The study concludes in Chapter 5 by noting that ambiguities and inconsistencies occur in program philosophies, teacher credentials, and program services.

The study is primarily descriptive; therefore, it is suggested that future researchers might probe some of the issues identified, such as student satisfaction with language programs and program design. It is hoped this study will provide the impetus for others to examine these topics further.

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CHAPTER ONE

INTRODUCTION

Within the past five years, 40.6 percent of all immigrants to Alberta have settled in Edmonton (Alberta Career Development and Employment, 1987). This population is varied in its origins from Europe, Latin America, Africa, the Middle East, and South East Asia. In 1986, 50 percent of the arrivals had no knowledge of English, and many immigrants required some form of additional English language training to supplement their job market skills.

Immigrant serving agencies and educational institutions meet the language needs of these newcomers by delivering English as a Second Language (ESL) programs. The provision of English classes is viewed as essential in assisting the individual to become more integrated into Canadian society. Also, recent local studies at the government and immigrant agency levels support the view that language training is significant to the newcomer's overall adjustment and well-being (Alberta Advanced Education, 1986; Canada Employment

and Immigration Commission (CEIC), 1983; Edmonton Catholic Social Services, 1983).

The demand for ESL programs, therefore, has developed and grown in the past decade. Given the variety of ESL programs in Edmonton, it is important to examine the kinds of classes available and the framework within which they operate. The enterprise of teaching adults involves a target population, program goals or objectives, teaching personnel, evaluation mechanisms, adult learner services, and finally, government support.

Statement of Purpose

The purpose of this research is to describe adult ESL programs using the literature of adult education and applied linguistics as a base of reference. The study allows for the exploration and description of the 'nature' of adult ESL programming, by examining organizations, student populations and the administrative and educational frameworks of their operations.

To understand the operations of adult ESL programming in

Edmonton, the thesis will address the following questions:

1. Who is involved in the delivery of adult ESL programs in Edmonton?
2. How long have ESL programs been in operation?
3. When are classes offered?
4. What services and features characterize adult ESL programs?
5. What are the learner characteristics of the adult second language learner population?
6. Do ESL programs present clear philosophies and curriculum objectives?
7. Do programs of adult ESL utilize formal evaluation procedures of their students, teachers, and curriculum?
8. What are the characteristics of the people who teach ESL to adults?
9. What are the critical issues which affect the delivery of adult ESL programming?
10. Who is involved in funding adult ESL and what criteria are followed?

Significance of the Study

This study is of significance to individuals and organizations involved in the delivery of adult ESL training because it is the teachers, administrators, planners, and funders who directly face language concerns of immigrants. The study, however, is not designed to evaluate existing programs but to investigate the nature of ESL programming, and to reveal concerns and issues. Such concerns arise from the population of adult language learners and the level of program availability and accessibility, teacher qualifications, program evalution and design, and administrative issues. A study of this kind is needed because of the diversity of programs and arrangements which have been introduced in an ad hoc manner to serve the needs of immigrants.

Assumptions

Research data, i.e., statistical records on agency programs, are difficult to retrieve in adult education (Campbell, 1977). This study, therefore, is based on the assumption that information which is

routinely and systematically recorded in the school system, is, for adult education purposes, sparse, scattered, and often lacking.

Further, it is assumed that there are ESL programs which operate without clearly defined policies and that inconsistencies occur in hiring teachers, evaluating programs, and planning curriculum objectives. A final assumption concerns the volunteer sector and its role in delivering adult ESL services. It is generally acknowledged that dollars are scarce for such programs. As the demand for ESL training is high, the volunteer community fills a recognized gap in meeting the language needs of immigrant learners at the non-formal level.

Definition of Terms

The following terms refer to English as a second language:

1) Survival English - basic language structures for minimum functioning in a community. Programs emphasize 'day to day' situational language skills or coping skills. Listening and speaking activities are often, but not necessarily, the focus in these programs.

2) Academic Preparation - language classes geared to upgrading and entrance to further training, post-secondary learning, and/or the labor force. Programs in this category can include all the modalities of reading, writing, listening, and speaking.

An agency or institution may provide classes in both survival and academic English; however, many organizations focus either on survival level of mastery -- often emphasizing beginner or basic level classes; or academic training and preparation -- emphasizing skills at the intermediate and advanced levels.

The following terms refer to adult education:

3) andragogy - education and training of adults

4) continuing education department - a department often attached to a public or separate school system which has its focus on the training and education of adults.

5) lifelong learning - education built into the process of living throughout the lifespan.

6) formal sector - educational organizations such as schools, colleges and universities which provide courses in designated studies.

7) non-formal sector - organizations involved in education as a secondary role such as citizenship training, job

preparation and settlement work.

8) informal education - educational activities directed by the learner and usually with no formal standards or requirements.

Finally, the term "immigrant" refers to non-English speaking adults who have entered Canada from another country. It should be noted that governments designate "refugees" as a particular class of immigrants who may be sponsored for language training programs. Nevertheless, documented sources (CEIC, 1983) tend to group all learners in the 'immigrant' category, and for the sake of consistency, this writer will do the same.

CHAPTER TWO

LITERATURE REVIEW

The education of adults occurs in both the formal and non-formal sectors. With respect to these organizations Roberts (1982) discusses four forces which influence adult education: "social structures, social philosophy, needs, and resources" (p. 36).

Roberts describes social structures as the many educational institutions, non-formal agencies, and cultural groups which provide opportunities for learning. Each organization has a "particular role" to play and this influences the adult education process. An agency's philosophy will reflect the values of the group it represents in the community. Learner "needs" are primarily viewed in this study as educational needs, but there are certain social, economic, and personal needs which arise as well. Finally, an organization's "resources" include the "human and material capacity to carry out adult

educational activity" (p. 41). Resources are defined as the available manpower, physical space, and financial capability to operate programs.

The Adult Learner

Verdun, Miller, and Greer (1986) present the concept of lifelong learning in their discussion of principles of adult education. The goals of society -- the improvement of societal conditions, and the goals of individuals -- the achievement of personal success, are, by necessity, related so that both are served in the educational process.

If the design of education is to fulfil both organizational and individual goals, then programs in adult education must reflect societal and individual learning requirements. To be accessible to individuals, lifelong learning opportunities must be offered on a part-time and full-time basis and in formal and non-formal settings (Hesburgh, Miller, and Wharton, 1973). The authors suggest that purposeful learning is learning that is relevant, appropriate, and

necessary to various age groups. Adultness may predispose an individual to learning, whereas the same activity may not have been deemed practical at an earlier stage in the learner's life.

Understanding adult learners by recognizing their life changes was explored by Knowles (1975,1984), Kidd (1959, 1973), Miller (1966), Tough (1971), Houle (1963) and Axford (1980). The common element which appears to link these authors' theories is the notion of "adultness" and its significance to a model for adult learning. Andragogy, "the art and science of helping adults learn" is the theoretical term used as a basis for understanding adult learners (Knowles, 1975, p. 9).

Knowles describes andragogy in terms of adults' relationship to the real world and the tasks they must perform to function in it. A recognition of their life experiences and application to the current situation are major considerations in adult learning. Miller differentiates adult learning from that of the child by noting that the adult's world is heterogenous, based on experience, developed by

maturity, and influenced by social and personal pressures. Adults, according to Miller, know the world of work as it has been part of their past.

Kidd (1973) added another dimension of enquiry to the andragogical model. He examined the adult lifespan and noted that the aging population necessitates developing new ways to accommodate older persons in education. The changing roles most adults face are also a consideration. How adults learn is determined by the roles they take, eg., citizen, friend, family member, or worker. Like Miller and Knowles, Kidd acknowledges that adult maturation moves the adult learner to greater "independence and self-responsibility" (p. 4). Adults (as compared to children) have a shorter period to engage in study; this affects their views on their capacity to learn.

The adult learner, in light of the research in adult learning principles, requires a special program of study. Kidd and Selman (1978) ask if institutions can meet the special needs of adult learners as their enrolments grow. Tough (1971) examined aspects of adult

learning in designing learning activities. He stated that adults are self-directed, take initiative, make choices, and are prepared to take responsibility for learning. Tough's conclusions are that learning activities are not haphazard operations but rather planned events which entail detailed discussion and organization.

Houle (1963) classifies adult students into three categories by describing them as activity-oriented, goal-oriented, or learning-oriented. In his classification, activity-oriented persons take part in adult education for reasons mainly unrelated to the content of the course. The goal-oriented adult learner, on the other hand, has a specific goal outlined for his or her educational program. Lastly, the learning-oriented adult studies for the joy of studying - or a desire to obtain knowledge for its own sake.

English as a second language students fit the goal-oriented category best, but they may share elements contained in the other two categories as well. Changes may occur in the learner's reason for undertaking language study. A language course may begin as an

activity-oriented exercise for some and develop into a goal or learning-oriented endeavor at a later time.

Axford (1980) discusses methods of studying adult learners which can assist the educator in understanding their learning needs. The author suggests that a teacher "get acquainted with a new class by carefully planning personal data sheets" and that this information will lead to suitable and meaningful learning tasks (p. 83). Personal data sheets assist the instructor in gaining knowledge of the learner's reading habits, educational background, and possibly his or her value system. Axford suggests that questions on a student's work and educational background, and learning expectations in terms of course and instructor can be an effective "ice breaker and a way to establish a good climate for learning" (p. 85). It is through these personal data sheets an instructor gains insights on class interests and abilities.

The fact that learners need to be understood is paramount in program planning. Knox (1986) asks whether programs reflect the learner's long-term goals, career aspirations, and family

responsibilities. Essentially, this recognition of the adult's life changes is the understanding needed to prepare better adult education programs. Rauch (In Merriam, 1986) reiterates much of the early research on adult learning with respect to the nature of being adult (as opposed to being a child), but also claims that participation rates are affected by course schedules. Simply, programs should allow for easy entry and exit to accommodate the wide variety of learner situations and circumstances.

Elson (1981) discusses the nature of adultness and language learning in his article on the cross-cultural nature of language learning. Immigrants are assailed by fears, insecurities, and worries about life in a new country. The emotional and social complexities of the immigrants, along with the varied goals they bring to the classroom, become factors in assisting or impeding learning -- factors which must be considered when planning ESL programs.

Adult Second Language Learning

How adults learn a second language is a complex topic and has come under considerable debate by language theorists and practitioners. First, the term "communicative competence" (Hymes, 1972) is used to describe a language learner's skills. In order to communicate appropriately, a speaker must have the requisite competencies. Stern (1983) refers to them as knowing "when to speak, when not, what to talk about with whom, when, where and in what manner" (p. 229). Stern adds that communicative competence looks at meaning by addressing the social and cultural dimensions of language and he places it equal in importance to the grammatical and phonological aspects of speech.

In the formal setting the environment has come under criticism as a context for language development. D'Anglejan (1984) argues for broadening the framework for language training to environments which are less academic and institutionalized. D'Anglejan recommends contact with native speakers in unstressful situations where

authentic communication can take place, such as classes in the workplace for labor force learners.

Language Learning and Acquisition

Terrell (1977) in her "Natural Approach" defines learning "as the conscious process of understanding the grammar of L_2" (p. 327). In the early stages of language acquisition, errors may be permitted as the learner functions at minimal levels. To the extent that both learner and teacher understand one another and that errors do not interfere with communication, structural inaccuracy is accepted. As the learner advances in grammatical knowledge, however, more acceptable speech results. Terrell defines acquisition as "the unconscious absorption of the general principles of grammar" (p. 327). Acquisition is described as "the basis for most first language activity and in second language learning it is often viewed as 'picking up a language'" (p. 327).

Krashen, in his Monitor Model (1977), describes acquisition as the communication which is found in spontaneous speech. In Krashen's Monitor Hypothesis, the monitor intervenes in expression with the

conscious application of rules. The intervention can result in inhibited conversation. The goal, according to Krashen, is to optimize learning by using rules to supplant acquisition, thereby leading to fluency. Finally, Wilkins (1981) describes language acquisition as a "process where language is acquired as a result of natural and largely random exposure to language, whereas language learning is exposure which is structured through language teaching" (p. 26).

The language learning/acquisition distinction is topical as it has application to both young and old learners and to the settings (formal - classroom and informal - random exposure) where language learning takes place. Describing language as a process of acquisition and/or learning is not without its critics. Higgs (1985) suggests that a better approach is through grammar. The ability to express oneself is controlled by grammar whether it is learned or acquired, and the learner will progress through grammar. Finally, McLaughlin (1987) believes that Krashen's learning/acquisition distinction is difficult to test empirically and is inconsistent with current linguistic theory.

Learner Strategies

A model of L_2 learning provides a framework that recognizes the processes essential to L_2 development. Bialystok (1978) describes the ways in which individuals learn a second language and considers learner characteristics which govern the strategies employed.

Bialystok's model organizes language learning at three levels: "input, knowledge, and output" (p. 70). Input is viewed as the experiencing of language. Knowledge is the information storage; and output is the comprehension and production of language. Optional and obligatory relationships among these levels represent the strategies individuals employ in obtaining and using a second language.

Exposure to language (Input) occurs in a context. For example, exposure to books, films, tapes, etc. can occur inside or outside a classroom. Knowledge about the language may be "explicit, implicit, and 'other' knowledge" (p. 72). Explicit Linguistic Knowledge is the conscious facts about the language, i.e., grammatical rules. It acts as a "buffer" for new information about the language. Implicit linguistic

knowledge is intuitive information which the learner has acquired. This is automatic or spontaneous and does not require any previous analysis. The final source is "other knowledge" which refers to "all the other information the learner brings to the task" (i.e., world knowledge p. 73). The responses given in the output level represent "degrees of proficiency in the language" (p. 74). Proficiency is characterized by the time element associated with a response. Immediate or spontaneous responses imply different language behaviors than are responses which are time delayed or involve some hesitation. It should be noted, however, that either type of response may result in correct or incorrect forms.

McLaughlin et al. (1983), from a cognitive perspective, also explain the processes individuals employ in developing second language performance. In brief, the authors argue that individuals can only attend to limited amounts of information at any given time and this may be the peripheral or focal levels. The incoming information is affected by its particular input characteristics. Using complex

information productively is the result of an individual's cognitive, linguistic, and social skills.

In opposition to Krashen and Terrell, McLaughlin et al. state that the learning/acquisition distinction is difficult to maintain in terms of conscious/subconscious processes. The authors distinguish between controlled and automatic processes in information processing a second language by stating that controlled processes are capacity-limited, temporary and are not learned, whereas, automatic processes are familiar, permanent, and learned.

The above discussion, though briefly presented, gives some insight to the complexities in L_2 learning.

Learner Variables

Up to this point, this author has attempted to overview the processes involved in language learning. An individual's proficiency in language is further determined by other variables such as age, personality, and culture. Stern (1983) refers to environmental variables -- sociolinguistic, cultural, and economic factors which also

influence language acquisition. Savignon (1983) discusses language development in terms of "who (age, sex, formal education, intelligence), what (linguistic competencies), where (formal/ informal role models) and how" (cognitive processes, p. 57).

Some of these variables are discussed in the following section.

Learner Variables

Age - Ausubel (1964) argued in favor of adult language learning with this comment

> . . . Although children are probably superior to adults in acquiring an acceptable accent in a new language, E. L. Thorndike found out many years ago that they make less rapid progress than adults in other aspects of foreign language learning when learning time is held constant for the two groups (p. 421).

Wilkins (1981) clearly distinguishes child and adult learners. The author notes that older learners have analytical abilities which have not yet been developed in children, and adults can exploit a wider range of learner strategies so that their actual achievement will be

ahead of that of children. With respect to child/adult differences in language learning, the available research is far too abundant to describe in depth. McLaughlin (1987) argues, for example, that early adolescence is the best age for second language learning. Furthermore, other notable researchers such as Taylor (1974), and Schumann (1975), and Genesee (1977), Asher and Garcia (1969), and Krashen, Long and Scarcella (1979), all argue in favor of an adult's superior ability to process L_2 information.

Personal Characteristics - If adults can obtain L_2 proficiency why are some more successful than others? A good language learner employs various strategies and techniques, according to Frohlich and Paribakt (1984). Successful language learners "followed an active task approach, had an awareness of language as a system and means of communication, used affective demands, and monitored L_2 performance" (p. 68). Overcoming inhibitions and communicating willingly are also beneficial. Lastly, use of a monitor to revise,

adjust, and check on L_2 performance is stated as a contributing factor to L_2 learning.

Finally Stern (1975) describes good language learners as flexible, adaptable, positive, tolerant, relaxed, and outgoing. The author notes that good language learners have the ability to attend to the features of a language system and have a desire to experiment, test, and probe these features.

Culture - A discussion of language learning is not complete without mention of the significant role culture plays in the teaching and learning process. Language is viewed as part of culture and vice-versa. According to Brown (1987), "the culture establishes for each person a context of cognitive and affective behavior" (p. 123). This is expressed in verbal and non-verbal communication. Trifonovitch (1978) examines cultural barriers including ethno-centrism, prejudice, and prejudgement and suggests they be given equal importance to the cognitive activity of the classroom. McGroarty and Galvan (1985) note that teachers and learners are

culture bearers. For example, in the classroom, students will ask questions regarding cultural matters along with concerns about grammar and pronunciation.

Learner variables are significant factors, then, in adult language learning. They interact with learner strategies and consequently determine language proficiency levels. The next section examines the factors which should be considered in presenting a curriculum that is suitable to the language learners' interests and needs.

Curriculum Decisions

Educators should have a philosophical perspective and/or set of language objectives in the presentation of English language instruction. Curriculum decisions are based on many sets of interconnected factors. In terms of adult ESL, the programmer has to consider a syllabus which best suits the learners' interests and needs. Stern (1983) noted that both learner and teacher bring to the classroom characteristics such as age, sex, and education which

influence the learning task. Stern adds that objectives and content should be identified to allow for a clear focus on the program design.

According to Richards (1984), sound educational practices are determined in consideration of the target language, learners' characteristics, and teaching/learning theory. Richards further states that objectives should be expressed in terms of speaking, reading, listening, and writing skills. The proficiency standards for these various modalities however have not been generally established. Likewise, Stern views language development as multidimensional when he states that "the goals embrace mastery of linguistic, social, and cultural forms of communication" (p. 346).

Stern feels that linguistic competence involves the learner knowing the rules of language without the necessity of paying attention to them; conversely, knowing the rules does not necessarily equate to knowing the language. Linguistic mastery implies intuitive ability to speak appropriately with respect to the social and cultural dimensions of speech. In other words linguistic, social (as in various

uses of communication in greetings, small talk, requesting, etc.), and cultural factors (the underlying meanings of words, ambiguities etc.) all contribute to language competence and should not be viewed as separate entities.

Richards and Rodgers (1986) discuss aspects of language teaching in terms of approach, method and technique. The authors cite Anthony (1963) who defines approach as an assumption of the nature of a subject matter to be taught. A method is the procedural plan for the presentation of language material, technique involves the strategies used to address a particular curriculum objective.

Approach arises from a theory of language. Richards and Rodgers refer to the structural theory of language as the most traditional view. Structuralists view language as mastery of the phonological, grammatical and lexical items. Simply, language is presented more as it appears, than what it means. Another approach is the functional theory. Here the meanings override the grammatical characteristics. Finally, interactional theory focuses on patterns of human relations as

found in conversational exchanges.

Variations of the structural, functional, and interactional models operate in most language programs. What is significant to note is the attachment of a theory of language to a theory of learning. Some functionalists, such as Krashen, view the structural elements as responsible for conscious output and inhibited speech learning. The real purpose of language learning, however, is the communicative message where acquisition can occur.

Massey (1985), drawing from ESL curriculum studies, examines the influence of the communicative approach in theoretical design, material development, and implementation. From his research he concludes:

> There is a definite direction at the theoretical level of ESL curriculum towards communicative curriculum. There is no unified theory of a communicative approach but basically it can be classified into strong and weak versions. The strong version has communicative interaction at the heart of the curriculum, while the weak version still presents a structural core curriculum, and when the learner knows the

> language, promotes activities that will engage the student in communicative interaction (p. 269).

Regardless of the theoretical base, a statement of objectives is essential in order to address the curriculum adequately. Absence of a clear aim or purpose means that approaches, content, and methods cannot be properly designed (Rodgers, 1984).

With respect to ESL curriculum, Selman (1982) suggests that a program of studies begin with the needs of the learners rather than a description of the subject. Traditional ESL programs, according to Selman, have focused on an ordering of grammatical structures. An approach which identifies language functions (i.e. apologizing, complaining, requesting, etc.) and utilizes the appropriate structures which then allow for expression in particular situations, however, is the preferred curriculum model. This view of the curriculum is adopted from the language analysis of the Council of Europe as reported by van Ek (1976). Selman also followed adult education principles in basing content on the needs of adults in their various

roles such as consumer, citizen, family member, worker, etc.

Auerbach and Burgess (1985) suggest that survival programs for newly arrived immigrants often contain a "hidden curriculum." According to the authors, courses that are situationally oriented stem from adult learning theory and "communicative" ESL. In their examination of 16 textbooks used in survival ESL programs, they found examples of materials (situational contexts) which did not represent the "real world" adequately but" reinforced subservient roles (taught language on the job that is associated with being on the bottom of the power hierarchy). The functions were obeying orders, asking for approval, permission, but not criticizing, complaining or disagreeing" (p. 484). The authors also found that "texts often violated a basic principle of adult education by concentrating on what the students do not know rather than using prior knowledge and experience as a bridge for learning" (p. 487).

Auerbach and Burgess add that textbooks for survival programs should focus on a critical examination of the cultural differences, as

in comparing customs, rather than focus on changing behavior for cultural adaptation. Adult learning theory should promote a recognition of adult experiences and differences in their interpretations of culturally held views.

McBean (1981), on the other hand, suggested an integrated curriculum where language and culture are presented through survival do's and don'ts. McBean promotes the consideration of cultural awareness by an examination of a society's civilization as observed in "systems of government, geography, fine arts contributions, patterns of living and values" (p. 5).

The fact that language and culture are inseparable gives an added dimension to a view of communicative competence. Krasnick (1982) calls these dimensions individual responsibility, informality, equality, directness, and coping skills which are essential to a curriculum design. In adult education terms, the learner becomes self-directed in knowing what is expected of him in the new culture.

Curriculum design is important then to address the specialized needs of the language learners. These needs may be in the survival, occupational or academic areas. As Kleinmann (1982) clearly points out, curriculum should be based on clear objectives, and goal related materials should be representative of the learners' environment.

Program Evaluation

Program evaluation, for the purpose of this study, is an all-inclusive term. It involves the who, what, why, how, and when of an activity. Essentially evaluation involves student performance, teacher delivery, and curriculum suitability. In program assessment, Boyle and Jahnes (in Smith, 1970) suggest that evaluation should consider the "situation which is to be changed, the educational needs of the target population, the plans to achieve desired objectives, and finally the program's strengths and weaknesses" (p. 60).

A key concept in evaluation is the identification of behavioral objectives. Objectives that are measured formatively, in their development, and summatively, on their completion, assist program

developers in formally establishing a program's effectiveness. Knox (1986) states that in adult learning environments, programs are continually evaluated on an informal basis. This is carried out by the students' attendance, the teacher's methodology, and the administrator's judgment of instructional performance. However, the author argues that formal evaluation is necessary in order to measure a program's educational objectives, be they at the student, curriculum, or instructional levels.

Meeting behavioral objectives can also be evaluated following a different distinction. Long (1984) uses the terms "process" and "product" evaluation. Process evaluation is "a systematic observation of classroom behavior with reference to a theory of L_2 development which underlies the program being evaluated" (p. 415). Product evaluation, on the other hand, examines student success and language development issues as the most significant concerns in learning language. Long argues that formative methods generally assess a program's strengths and weaknesses in its development and

implementation and do not necessarily focus on language issues (i.e., appraisals, methods). The summative evaluation can also focus on non-language issues such as cost effectiveness and attitudes toward a program. Long concludes that process evaluation will provide an explanation for the findings of product evaluation, particularly in regards to a language learning model. In summary, formative/ summative and process/product evaluations differ and, as Long emphasizes, are designed to complement rather than replace one another.

Axford recommends three principles for program evaluation. They are: use of self-evaluation instruments by instructors; involvement of program planners in the evaluation process; and an emphasis on outcomes rather than length of time spent on the evaluation activity (pp. 392-393).

In conclusion, evaluation on the effectiveness of ESL programs is crucial to ensure a program's success. If program administrators are serious about their efforts, more time will have to be placed in

gathering descriptive statistics on student characteristics such as age, sex, ethnic background, language proficiency, test scores and language growth. Examples are the studies of Weslander/Stephany (1983) and Barrington (1986) studies which assessed their programs' performance on such a collection of data.

Preparation of Adult Educators

Is there an individual ideally suited for instructing adults? What are the qualities both personal and professional that enable a person to teach adults? Axford lists 25 qualities of the ideal adult educator. Some qualities are: is fair, is a good listener, stimulates discussion, is well prepared, and maintains interest. As for skills needed in the profession, Axford cites from the Kellog Foundation studies, abilities such as logical organization, pacing, evaluation, and creativity (p. 109). Instructors must have the organizational skills and instructional methods to lecture, illustrate, demonstrate, analyse, and measure their students' progress. Axford also notes the need for

in-service training and opportunities to develop techniques and skills.

Jarvis (1983) examines the structure of adult education as a profession. According to Jarvis, adult educators come from various fields and ranges of disciplines where there is not a clearly defined set of competencies and rules to guide and enforce practice; therefore, the professional status of many engaged in adult education may remain at the semi-professional level. In other words, the idea of "professional" remains a conceptual term rather than an actuality.

If, however, adult education is to be considered a profession, then several concerns must be established in the area of training and discipline standards. The idea of professionally certifying adult educators is examined by Cameron (In Kreitlow and Associates, 1981). The author argues that more universities are getting involved in adult education by offering programs for skills and knowledge development.

The rationale for professional training grows out of the nature of the adult clientele and their needs. For example, teaching ESL to the unemployed requires special curriculum design and instructional

strategies. Adult educators -- especially Tesl instructors -- need special skills because their learning groups are more diverse than those of children. Cameron concludes that "certification standards will serve to acquaint employers with the kinds of competencies which the profession believes are essential for teachers of adults" (p. 82).

Kowalski (1984) examined theories in adult education which rest on the andragogical model and questions whether the model has application to all adult learning situations. He questions whether there is a universal application of andragogy and its learner-centered focus for all students and subjects. Kowalski argues that teachers should be capable of choosing the appropriate methodology according to the students and the situation. With respect to qualifications, Kowalski suggests pre-service education in adult teaching methods for teacher trainees regardless of their teaching level and discipline (eg. basic literacy, adult ESL, etc.).

A significant document discussing ESL qualifications and training is Tesl Canada's Action Committee Paper "The Provision of ESL Training to Adults: Six Principles Toward a National Policy"[1] (1982). It notes the importance of the language teaching professional and suggests that training standards for ESL teachers be set by funders (government bodies) and that this training be available on an in-service and pre-service basis.

For educators obtaining professional qualifications the focus is on the requisite training and skills. Terroux (1983) surveyed 145 teachers on subject matter of a course for training ESL teachers. The author found that of the 83 respondents the most frequently requested areas of training were functional aspects of the communicative approach. Teachers also listed grammar as a high priority area. Other responses included testing, integrated activities, and basic second

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[1]TESL Canada is a Canada-wide federation of those associations involved in the teaching of English as a Second Language. The TESL Canada Action Committee consists of representatives from provincial TESL associations.

language theory and methodology.

Yalden (1983) examined training needs for ESL teachers in Canada for the 1980's. Her list includes linguistic training, understanding of other cultures, knowledge of learning theory, the ability to select, develop, and evaluate curriculum and the role of community support services.

Finally, Strevens (1980) acknowledges that teacher training is often "fragmented and patchy" and that adequate standards for training language teachers are often absent. He notes that the ESL teacher must have a technical skill and a "professional devotion to his/her learners" (p. 16). Strevens examined the problems in language learning (poor knowledge of methodology, technique, and subject matter) when language teaching qualifications are not addressed. The author suggests that further training must be made available through Master's degrees in applied linguistics or in Teaching English as a Second Language to further promote professional competence.

Several universities in Canada, for example, OISE, Concordia, McGill, University of British Columbia, University of Alberta, offer training in adult education and TESL. Administrators of ESL programs must recognize the training opportunities available in their expectations of suitably qualified personnel. It should be recognized as well that, given the range of backgrounds in adult education, there will be differences of opinion in determining what constitutes a suitably qualified teacher.

Issues and Concerns in Adult ESL Programming

Penfield (1986) addresses the need for programs in literacy and ESL. She points out that many language learners are illiterate in their first language and this impedes the L_2 learning process. The author claims that first language literacy results in greater proficiency in the second language and in higher English literacy skills. Penfield cites studies from Mondiano (1968), and Skutnabb-Kangas (1979) to support the view that literacy skills in one's first language results in

faster literacy skills in the second language. The author also cites a study of the Haitian community in Brooklyn where adults who received literacy instruction in Haitian Creole acquired English language skills better than those who did not receive native language literacy instruction.

In Edmonton, a report on ESL programming identifies three areas of concern defined at the conceptual, andragogical and administrative levels (Fantino, Sauve, 1986). At the conceptual level, the authors examine the nature of language learning and its practical value to the world outside the classroom. Language is more than structures; it has personal, social, and cultural meaning. At the andragogical level, Fantino and Sauve discuss the roles of teacher and student in the learning process. It is here where literacy levels, curriculum design and relevant research address learner needs. Finally, the authors discuss administration at the federal, provincial, and local levels. This area includes problems in teacher selection, funding and accountability, program context, and time frames.

The kinds of programs available to adult ESL immigrants are reflective of the needs that are seen in the community. Husaini and Susut (1984), in a study of the needs of immigrant women in Edmonton, claim that English language programs should tailor their services to accommodate the needs of immigrant learners by providing child care services (as in the case of women's needs). The authors add that curriculum materials should be evaluated as to the suitability for both sexes and materials be developed and integrated into suitable teaching methods.

Kleinmann (1985) examined the factors affecting L_2 learning of adult refugees. The author considers over-crowded classrooms, multilevel classes, and varying educational backgrounds as barriers to successful L_2 learning. Kleinmann also suggests the need for recognizing the total needs of the language learner, such as the need for support services in dealing with resettlement issues. This view is held by Burnaby, Holt, Steltzer and Collins (1987) in recognizing the "settlement" aspect of language training by providing counselling,

child care, and transportation services. The "holistic" approach to language learning goes beyond language training as an academic, or occupational activity. It is this perspective that appears to be gaining momentum in ESL program planning.

Role of Government in the Provision of ESL Training

Both federal and provincial governments recognize that language training is a key to immigrant integration. The Federal responsibility is carried out by the Canada Employment and Immigration Commission (CEIC) and the Secretary of State. The provincial responsibility is addressed by the departments Advanced Education and Alberta Career Development and Employment.

There are three ESL programs provided by Federal Government Agencies. The Secretary of State through its Cilt Agreement (Citizenship and Language Training, and Language Textbook Agreements) provides ESL training that is primarily for citizenship purposes and is on a part-time basis. CEIC through its National Training Program (NTP) offers institutional and industrial training in

language skills to adult immigrants on a full-time basis. With the Institutional programs, training allowances or Unemployment Insurance Commission benefits are generally provided for unemployed trainees enrolled in the program. The Industrial Training program provides language training for employed immigrants, so that they may upgrade their language fluency or obtain a working knowledge of specific occupational terminology.

Finally, a third level of language training is the Immigrant Settlement and Adaptation Program (ISAP). Here CEIC subsidizes language training through funding a number of volunteer agencies. The provision of language training is not a primary purpose with ISAP, but it is designed to serve a variety of immigrant groups such as women and the elderly, people who would not normally be served by other programs.

At the provincial level the Department of Advanced Education through its Further Education Services Branch provides language training (pays for instructor salaries) on a part-time basis. As well,

Alberta Vocational Training (AVT), a division of Alberta Career Development and Employment, provides financial sponsorship for adult students attending full or part-time training programs. Apart from part-time or full-time designation and the nature of non-credit programming, few guidelines are set on the nature of the program offered.

Problems do exist, however, in the training provided to meet the language needs of immigrants. The Canada Employment and Immigration Advisory Council (1984) in its Immigrant Settlement and Adaptation Program argued that training was not meeting the needs of immigrants. The Council recommended that the quality and relevance of an immigrant's language needs must be addressed. The council suggested that governments work more cooperatively with non-formal agencies to offer and improve language training program standards by addressing such concerns as the nature of the immigrant population (less European and more Asian backgrounds), and the nature of the language service (academic versus occupationally oriented programs).

The federal government also acknowledges that there are difficulties in the provision of language services. The Discussion Paper (1983) stated that problems exist when programs are available only to immigrants destined for the work force. The National Training Act is designed to serve employment-oriented adults. Therefore other unemployed adults in a family (such as a spouse) cannot access language training. Another problem area is the training funded by the Secretary of State. This program focuses on immigrants obtaining citizenship and does nothing for those who are Canadian citizens and require language instruction. A third problem is the lack of training designed to meet the needs of particular immigrant groups such as youth, the illiterate, and the elderly. These special needs groups have a difficult time receiving training, especially if individuals are not destined for the market place.

The Discussion Paper (1983) recommended a new framework for language training to address the inadequacies in the system. Immigrants should develop survival English as quickly as possible and

labor market immigrants should obtain language training commensurate with employment requirements and qualifications. Governments should address the content, performance objectives, and delivery methods of various programs to effect better coordination. Further to the immigrant's integration and settlement needs, support structures such as child care and transportation should be provided.

With respect to program planning and coordination, Lowe (1975), discusses the need for effective government planning strategies so that programs can be suitably developed, promoted, not unnecessarily duplicated, and funded according to need.

According to Frideres and Reeves (1985), Canada's policy of multiculturalism does not specify "what should be done or by whom to provide the services through which multiculturalism would be implemented and maintained" (p. 4). The authors state that both federal and provincial governments are unclear as to their responsibilities in services to immigrants; consequently, each jurisdiction makes cutbacks on financial obligations and

commitments.

Tesl Canada's Action Committee paper "The Provision of ESL Training to Adults: Six Principles Toward a National Policy" (1982) recommends early access to language training. Adamowski (1984) researched the linguistic justification for providing language services early in an immigrant's arrival in a country. Citing research from Schumann's (1975, 1976) acculturation studies (influence of culture on success in language learning) and the effects of planning efforts (Tollefson, 1981), Adamowski noted that a learner's language progress may well be influenced by the time language training is undertaken. The author concluded that language classes must be made accessible to immigrants early in their arrival and that language learners should be grouped according to their length of time in the country, not just their linguistic ability. Her assumption is based on the view that recent arrivals to a country can expect to advance more quickly than can long-term residents. Also, according to the author, culture shock, as a stage in cultural adaptation, can influence language learning. For

example, if a recent immigrant is fearful, anxious, or depressed, he or she may be unwilling or incapable of learning. The learner may not feel part of the new society and thus unmotivated to acquire a second language. Prolonged cultural disorientation can inhibit the desire to integrate. Sometimes long-term residents without formal training in the language can adopt fossilized forms (permanently incorrect linguistic forms). These errors are difficult to correct.

Summary

Many topics in the education of adult language learners have been presented in this review of the literature.

First, a key concern is the adult learner. Adult education is a specialized discipline which recognizes the learners' unique backgrounds and interests. Language learning is also a complex activity which includes linguistic, social, cognitive, and cultural dimensions. The language learning environment is under debate in addition to the processes and strategies learners employ. Variables such as age and personality are other significant factors.

Another topic is curriculum in adult ESL. The curriculum requires clear objectives which have successfully integrated theories of adult education and language learning. Furthermore, curriculum should be critically examined and evaluated. Methods in evaluating teacher effectiveness and student progress are yet other crucial areas to explore.

In preparing adult ESL educators there is a need for identifying desirable professional qualities and for setting suitable training standards.

Finally, the literature review presented issues and concerns in language training programs. In brief some issues involve over-crowded and multilevel classrooms, low literacy levels in the first language, and the availability of support services. In conclusion, federal and provincial governments in their cost-sharing agreements provide long and short-term training programs. The nature of these programs (i.e., the clientele) and their accessibility were examined.

In the chapters which follow, this literature review will provide a backdrop for the description of ESL programs in Edmonton. In particular, in the final chapter which presents conclusions and recommendations arising from the study, the literature review will provide a basis for assessing ESL programing in the city. This is not to implicitly change the nature of the study into an evaluation of programing, but only to provide a basis for discussion.

The following chapter briefly discusses research methodology. The next chapter presents research findings, and the fifth and last chapter addresses conclusions and recomendations.

CHAPTER THREE

METHOD

Design of the Study

As this research is primarily descriptive, the study design consists of a survey of all the agencies involved in ESL programming and funding in Edmonton. Sampling questions are not an issue, as the total population of agencies is included in the survey.

The study population, ("the entire collection or set of individuals to which the findings of the study apply," Glass and Smith, 1987, p. 227), is made up of 11 non-formal sector and eight formal sector ESL programs which are designed for adult immigrant language learners. It also includes five government departments at the federal and provincial level. One administrator was interviewed from each of the 19 ESL programs, and one from each of the seven funding programs (see Appendix 1, Table 13, Appendix 2 and 3).

Limitations

The following limitations are inherent in the design and application of the study.

1. All data collected are applicable to the period between January and April of 1987. Generalizations to other time periods should be made with caution.

2. The study is not generalizable to ESL programs outside of Edmonton, Alberta, Canada.

3. The study applies primarily to programs for the adult immigrant language learner. Foreign students on study visas are included in some programs; however, their numbers are small in comparison to immigrants.

Data Collection

Interviews and documentary sources were used to collect data for this study. Face-to-face interviews (in the case of ESL administrators) and telephone conversations (in the case of federal and provincial government funders) allowed for open expression by the respondents and for easy verification and elaboration of the questions. Thus the allowance for probes in open and partially closed-ended

questions made information retrieval flexible in discovering the nature of ESL activity and the policies which govern it. The interviewer was allowed to rephrase and clarify elicited information. The rationale for following such an approach lay in the kinds of information to be obtained and the clientele to be interviewed. Because respondents were "describing" their programs, the researcher was able to get an understanding of the kind of ESL service offered. In some cases, (as with ethnic ESL programs such as Ukrainian Social Services, Salvadoran Social Services, etc.) respondents were second language speakers and were more open to verbal responses than to a written questionnaire format.

The researcher established an interview guide as the tool for data collection. Questions were reviewed, reworded, and in a few cases, omitted. A pilot test of the interview was conducted with a city ESL (non-formal) representative and with an administrator of an ESL formal organization. The researcher consequently made revisions to the research questions and to their format in the interview

schedule.

For the face-to-face interviews, respondents were first contacted by letter and requested to participate in the study. Included in the letter was the schedule of interview questions. Questions were sent prior to the interview to prepare the interviewees for the topics and the nature of the contact (see Appendix 4 and 5). Follow-up telephone calls were then made to establish a meeting place and date. All contacts indicated a willingness to participate in the study, with some participants completing the questions prior to the interview. The recorded interviews took approximately 45 minutes at the respondent's job site. Data collection started in June of 1987 and was completed by September of the same year.

Telephone interviews with federal and provincial funders took place in the fall of 1987. The telephone method was used to supplement information that was unavailable in documented sources, to update the government's role in ESL delivery, and to discuss

sensitive information such as funding priorities and program expectations. The telephone method covered less data and this information was recorded through note taking.

Documentary sources were also used. Files, records, registrations, and government publications on immigrant statistics and policies provided background information for the interviews.

Data Analysis

Data were to be analyzed according to qualitative methods. Qualitative data analysis involves an identification of themes in the responses to research questions. Analysis consisted of, for the most part, selecting information from the data that best represented the researcher's understanding and interpretation of the phenomenon. From this understanding it was necessary to rely on an interpretation of events as they were presented by representatives of organizations providing the program.

It soon became apparent that there were significant differences in ESL programming between the formal and non-formal educational

sectors. Consequently, this dichotomy has been used in the presentation and analysis of data and many of the frequency tabulations have been incorporated in the text as they display these differences particularly well.

The data provided in frequency tables are presented in one format in the tables in Appendix 1, and another format in the text in chapter 4. If the reader wishes to determine the "raw" data, and thus glean information about programs offered by specific organizations, that information can be found in Appendix 1. In chapter 4 these data are presented in terms of services provided by agencies in the formal and non-formal sector.

The analysis, then, addresses the ten research questions in relation to the organizations involved in ESL program delivery in Edmonton. It examines the relationships among organizations regarding their program offerings, nature of ESL clientele, nature of programs and services, program evaluation in place, curriculum objectives, qualifications of instructors, and issues in ESL

programing. Commonalities and differences in interview responses are explored. Interview excerpts are presented to illustrate agency level views of its operations.

Finally, the data analysis addresses government priorities for funding ESL programs and government views on its mandate in adult ESL delivery. In this section the variety of ESL programs is examined in terms of available funding and target groups.

The problems of validity and reliability are central concerns in qualitative research. The constructs of internal and external validity must be recognized. The study meets the conditions of internal validity in that the research questions are accurate indicators of the nature of ESL programing, and the problems presented are credible issues for discussion. However, the population is restricted to Edmonton, Alberta and the findings are limited to the city; consequently, external validity is not a significant issue. Certainly other communities have varieties of ESL programs but these may differ in their selection and availability of classes, makeup of

students, program administration, and instructional personnel.

The research has constraints on its reliability also. The study could be replicated with the same population and geographic area, using the same research methods. However, duplication outside Edmonton would be done with caution.

CHAPTER FOUR

RESEARCH FINDINGS

In this chapter, the results of the research are presented. Adult language learning in Edmonton is described through responses given to the ten thesis questions. These questions then provide the structure for the rest of the chapter.

Who is involved in the delivery of adult ESL programs in Edmonton?

As noted in the methodology discussion chapter, English as a second language delivery is easily categorized into formal and non-formal organizational sectors. The formal sector includes 8 programs offered by school boards, training centres, colleges, and the extension department of the university. Although the ESL courses are non-credit offerings, in these settings they are associated with organizations that offer credit studies and which are acknowledged as educational service agencies.

The non-formal sector offers 11 ESL programs in Edmonton (see Table 13). Non-formal programs are mainly characterized by their settlement service function. Settlement services include reception, interpretation/translation, orientation to the community vis a vis housing, transportation, school information, employment referrals, and general adjustment counselling. Many non-formal programs are directed towards settlement.

A common feature of a number of these organizations is their affiliation with a church body. For example, Chinese Community Services receives financial support from the Catholic Church, whereas the Mennonite Centre for Newcomers obtains part of its funding from the Mennonite Church. Salvadoran Social Services operates through the St. Barnabas Society, which is affiliated with the Anglican Church, and Ukrainian Canadian Social Services receives support through its church affiliation. Catholic Social Services is sponsored by the Catholic Church but receives federal government funding for its program.

There are some organizations which provide both ESL and settlement service and are not connected to churches. These are the Indo-Canadian Women's Association, Latino-American Public Services, Student Volunteer Campus Community, University of Alberta and Changing Together who work independently from church membership but also provide settlement services. Finally, the ESL Tutor Bank attempts to meet the needs of home-bound learners, those not normally served by other non-formal or formal programs and its purpose is primarily in language delivery.

How long have ESL programs been in operation?

Table 1 displays the number of ESL programs by their years delivering ESL and organizational sector.

Of the 19 organizations which delivered language training programs, 12 had evolved their programs within the past 10 years. Eleven of these twelve organizations would be categorized as non-formal educational agencies.

Table 1

Number of ESL Programs by Years Delivering ESL and Organizational Sector

Years Delivering ESL	Formal (Frequency)	Non-Formal (Frequency)	Total
< 1 year		1	1
1-5 years		5	5
6-10 years	1	5	6
11-15 years	5		5
> 15 years	2		2
Total	8	11	19

Note: Years delivering ESL are determined by programs operating in 1987.

The only program which had been offered for less than 1 year in the non-formal sector was the Catholic Social Services' program (see Table 14). It was designed for home-bound women. The remainder of programs in this sector had arisen within the past decade to meet the needs of "waves of immigrants" such as the Indo-Chinese boat people and Latin American refugees. In the formal sector, 5 of the 8 program participants reported they had delivered ESL 11 to 15 years. Two

other organizations offered ESL training for 15 years or more. Only 1 formal educational program had developed its ESL participation within the past 10 years.

Clearly ESL programing has a long history in the formal educational sector, but a relatively short history in the non-formal sector.

When are ESL classes offered?

The availability of an ESL course can be described in terms of its scheduling and duration. Are classes designed for day or evening attendance or a combination of both? What programs are available on weekends? Do programs have set commencement and completion dates or can an adult immigrant language learner engage in ESL on a drop-in/drop-out basis?

Table 2, on the following page, presents the frequency of ESL programs found in both formal and non-formal sectors according to scheduling and the nature of enrolment.

Table 2

Scheduling of ESL Programs and Organizational Sector

Time	Formal (Frequency)	Non-Formal (Frequency)	Total
Week Day	8	7	15
Week Evening	5	6	11
Weekend		3	3
Total	13	16	29
Fixed Term Enrolment	6	4	10
Continuous Enrolment	2	7	9
Total	8	11	19

n= 19 organizations: scheduling total is more than 19 as some organizations offer more than one program.

Edmonton's formal educational organizations all offered programs which operated during day-time hours in an immersion

context. Students enroled for two to five hour segments in full day and extended day programs. In addition, evening programs were offered in two hour sessions two to four days a week. Grant MacEwan Community Education Division and Alex Taylor Community School were the only 2 educational agencies not delivering evening ESL programs (see Table 15). The remaining school boards, training centres, college, and university provided optional night courses for newcomers unable to attend during regular day hours.

Six formal sector programs had set commencement and completion dates. Program lengths varied from eight to twenty weeks and often coincided with the parent organization's regular course scheduling. One program, however, featured continuous enrolment as indicated in the following description:

> ... programs are open-ended. We have continuous enrolment which means students can come and be tested and put into a level at any time. Our teachers run a curriculum for nine weeks. It takes nine weeks to get through a level and then we'll start all over again but students plug in throughout the program ...

Another formal program respondent stated that continuous enrolment was provided as a service to the community. Adult immigrants were invited to attend on a drop-in basis throughout the school year. Finally, although Alberta Vocational Centre is categorized here as having fixed term enrolment, it had student intakes five times per year. Students in 20 week sessions were regrouped after 10 weeks of instruction.

The non-formal sector operated 7 of their programs during day hours; these were from one to two hour sessions in the mornings and afternoons for several days in the week. Often these courses were on a drop-in basis with enrolments fluctuating at various times throughout the year. Seven programs were designed for continuous enrolment. Only non- formal organizations offered weekend (Saturday) classes and/or a combination of day, evening, and weekend classes. The Tutor Bank provided the most flexible program times for learners and teachers scheduled class times according to mutual convenience.

What services and features characterize adult ESL programs?

Other services may be provided in conjunction with ESL instruction, since many factors outside the domain of language impinge upon an individual's success in learning a language. For the purposes of this study services are included only if they are accessible through the language program.

Table 3 displays the number of ESL programs providing various services to second language learners.

Table 3

Number of ESL Programs Providing Services to ESL Students by Organizational Sector

Services	Formal (Frequency) N = 8	Non-Formal (Frequency) N = 11	Total N=19
Counselling	4	7	11
Child care	3	5	8
Resource Centre	6	2	8
Student Financial Assistance	5	2	7
Other	3	8	11

The non-formal sector provided 7 programs with a counselling

service (see Table 16.) This sector also allowed for more programs having child care arrangements (5 programs). In contrast, an established resource centre, with material for student use, was found in greater frequency in the formal sector (6 programs). (See Table 17.) Finally the 'other' category included an array of services provided by settlement organizations such as bilingual teachers, classroom aides, social activities, and small informal language classes, and activities such as student government and athletics in the formal educational institutions.

Respondents expressed a variety of views on the provision of such services.

Counselling

Formal and non-formal service agencies viewed counselling as desirable but not always affordable. Consider the two extracts:

> We offer an enormous amount of student support. We put in a lot of money into counselling, student advisors, interviews, follow-up, financial advice on the grounds that in order to learn the language we feel that the person must have solved

> his other problems. So we do spend a lot of money - 1 1/2 full-time counsellors working only with ESL students.
>
> We don't provide counselling; our mandate and budget is such that we can't.

One respondent reported that a counsellor was on staff but only for one day a week. However, the service was heavily used. Another program provided academic counselling but serious personal problems were referred to other agencies.

Non-formal agencies tended to have counselling services at their disposal, as the ESL program was just one aspect of the organization's total settlement function. However, counselling was often carried out by teaching staff. The following comments note the diversity of counselling arangements: "we counsel informally if students approach us," "we integrate our service with other agencies and make our referrals there," "we employ a number of counsellors who speak a variety of languages," or "we have mental health service for victims of torture".

The volunteer organizations offered counselling on a peer counselling basis. Using lay persons, adult language learners benefited from other immigrants who had familiarity with immigrant concerns.

Child care

For adults with children, the provision of child care in special centres or arranging babysitting is important. In formal sector programs only 2 organizations had day care facilities and these were off campus. Another formal program had a babysitting program so that a parent could attend class.

With respect to child care one respondent reported,

> We have a day care, but the chances of any students getting their kids into day care is pretty low ... there is a long waiting list ... given the amount of time the average student spends in the program, by the time they get their day care arranged, they would be out of the program.

Another stated,

> We don't have a day care on this campus; it's downtown and then we would bus people over.

Five non-formal groups provided a babysitting service (see Table 16). This was one casual arrangement where children were left in a supervised area while a parent took language instruction. In these situations, the child care was for a few hours only. In one program, a bilingual program for children was scheduled at the same time as the adult language class. Organizations in this sector appeared to recognize, more strongly than their formal counterpart, the need for child care in adult ESL training.

Resources

Six formal sector programs (see Table 17) reported that a library of materials was available to their students. However, the respondents commented on the quantity and quality of available texts. Formal organizations included ESL materials in their libraries, but the predominant function of the library was not provision of ESL (with the exception of Alberta Vocational Centre) materials but of general resources as they pertained to adult learning. Alberta Vocational Centre included computer and typing courses as a resource service to

assist learners in skills beyond language competency.

Non-formal programs did not fair as well as formal sector programs in the provision of resource materials. Only 2 of 11 programs reported having a resource centre. This sector's mandate was more towards settlement than education and often, because of their operational mandate, program providers could not afford a supplementary learning service such as a resource centre. These agencies tended to borrow from a larger organization such as Alberta Vocational Centre and to use government textbook issues (when applicable) as a resource service. The onus was on teachers to access appropriate materials for their students' needs.

Finally, non-formal agencies often had a human resource which formal programs did not have. As they followed bilingual programs, translators assisted adults in their learning.

Student Financial Assistance

Financial assistance comes in the form of tuition allowances, training grants, student loans, compensation benefits, and social

allowance payments. Grant MacEwan Community College provided a bursary for academically successful students in the highest level of its program.

Table 3 shows that government financial assistance was available for students who attended 5 of the 8 formal educational programs. Alberta Vocational Training Allowances for eligible students, Canada Employment and Immigration benefits, and student loans were the funding arrangements most commonly accessed.

Non-formal sector programs generally did not obtain financial assistance for their ESL learners at least partly because the majority of classes were free and those that charged did so at nominal rates. Transportation subsidies were offered, however, in a few programs. (See Table 17.) Students in need of additional financial assistance could access the organization's social service program.

Student Enrolment

Approximately 2,373 (estimated) adult students attended day and evening ESL classes through the formal educational agencies.

Vocational centres and a school board (see Table 17) had the largest registrations in part and full-time classes. The colleges and a university operated day and evening classes, but these sessions were small in comparison to a school board and vocational centre programs.

In the non-formal sector, approximately 1,218 ESL students were reported in attendance. Table 18 displays enrolments by organization. The Mennonite Centre for Newcomers (MCN) had the largest single enrolment in this sector. Table 4 displays enrolment, student status, levels, and class size for each organizational sector.

Student Status

Individuals could enrol in a formal educational program as a full or part-time student. However, some programs (see Table 18) were directed clearly to full-time learning. Part-time and full-time options were available in 4 formal agencies (see Table 4) whereas 2 programs provided part-time classes and 2 programs indicated their enrolments were on a full-time basis only. In contrast, the non-formal sector provided only part-time classes.

Part-time in the formal sector could mean two hours of instruction per day for four days or evenings per week. In the non-formal sector, part-time classes were scheduled for two-hour sessions during the day, evening or on weekends, but generally did not "run" more than twice a week. Full-time programs however offered students four to five hours of instruction per day, five days a week.

Levels

Level denotes an ability grouping, and, in the TESL community, is often defined as beginner, intermediate, advanced and variations of the three. These terms were used to group programs by sector.

Table 4 displays ESL program features by enrolment, student status, levels, cost, class size, and organizational sector.

Table 4

ESL Program Features by Enrolment, Student Status, Levels, Cost, Class Size and Organizational Sector

Program Features	Formal (frequency) n=8	Non-Formal (frequency) n=11	Total n=19
Enrolment[1]	2373	1218	3591
Student Status			
part-time	2	11	13
full-time	2	0	2
both	4	0	4
Levels			
Beginner to Advanced	7	8	15
primarily beginner	1	3	4
Cost[2]			
fee assessed to student	6	6	12
no fee assessed to student	2	5	7
Class Size[3]			
<10	0	4	4
11-15	3	3	6
16-20	2	1	3
20+	3	3	6

Note 1) Figures are approximations.
2) For some programs fee is paid by funder, ie. CEIC program.
3) Seasonal variations so numbers fluctuate.

However it should be understood that some organizations also grouped learners on a numerical basis, with level 1 indicating beginner proficiency and level 5 advanced.

Within these ability groupings formal programs designed further divisions such as low basic, high basic, advanced 1, advanced 2 etc. The vocational training centres, and the university program grouped their students within these latter divisions in the beginners to advanced range. Grant MacEwan College and the public and separate school systems used numerical placements and these latter two agencies provided an orientation program prior to the lowest level placement. In addition, the public school system had a transition program (preparation for high school) in which eligible students could enrol after completing the highest level.

In the non-formal sector, the Catholic Social Services program for immigrant women placed learners by native language (in this situation there was a class for Spanish speakers and another for Lao speakers). Class groupings in this sector also followed learning

activity such as TOEFL preparation, alphabet class, and citizenship instruction. However, the vast majority of respondents categorized their programs by including the beginner to advanced range. In summary, 15 of the 19 programs included beginner to advanced students (see Table 4).

Cost

Tuition fees are a significant funding source in ESL delivery, particularly in the formal sector where fee assessments supplement program costs. Table 18 presents the organizations which use a tuition and/or registration fee. These data have been collapsed into formal/non-formal sectors in Table 4. It is evident from the data that fees are assessed primarily in formal educational agencies. Fees vary according to the number of hours of instruction, and can range from $10 for eight weeks at A.V.C. Continuing Education Centre to $415 for 10 weeks at the University. Grant MacEwan College delivered a course for $275 for 12 weeks, and Edmonton Public provided 15 weeks of instruction for $320. Program respondents' views on fees and

enrolments follow.

Formal program leaders discussed course costs with respect to government part-time grants and course enrolments. They made comments such as:

> We can only operate if we have so many students, eight in a class and for each instructional hour we are able to claim a grant . . . We have to charge the $18 (course fee) in order to operate. Our wages are very low for our teachers and all our teachers are employed part-time. But they're still paid more than the grant supplies, so I guess with the grant, plus the $18 for 24 hours, and if we have 8 to 10 students in a class, we break even.

Another respondent reported the effect of tuition fees on enrolment.

> If the courses are too expensive, the students don't come. You know your numbers diminish. And when your numbers diminish the grant diminishes so everything has a sort of little domino effect here.

Non-formal agencies generally did not assess course fees but rather levied a registration cost to cover supplies, materials, and duplicating costs. In some situations it was believed that the lack of a tuition fee attracted clientele, and in others respondents thought it detracted from the seriousness of the program. The following comment,

however, suggests that language training should be free.

> Considering that Canada cannot develop further or stimulate its economy in any other way than to admit immigrants, I think immigrants should be given English language training totally free of cost and not just for 30 weeks. Because in 30 weeks you cannot master an elementary level, let alone intermediate or advanced.

Class Size

Second language learning is an intense activity which requires a great deal of learner/teacher interaction. This is true at all levels, and the level of interaction is affected by class size.

Table 4 shows that small groups (<10) are found in the non-formal sector. Medium-sized groups, 11 to 15, are found equally in both sectors. Large classes, those registering over 20 students, occurred in greater proportion (3 out of 8 programs) in formal educational organizations. Program respondents reported a number of different reasons for the sizes of their classes.

> Eight is about as low as we would go because funding is based on a minimum of eight students.

And another added,

> The average size is about 23. I don't have difficulty with that at the uper levels because there is a lot of opportunity for independent work . . . we're modelling that student for the reality of further post-secondary education. Numbers are larger and the opportunity for individual attention is often not there."

One respondent remarked,

> We limit classes to 15 students per class, except for conversation where the limit is 12,

whereas another said,

> We have small groups between 6 and 10,

and a third indicated,

> Our numbers vary depending on the day, the time and the season. It can go from 12 to 20 per class.

What are the learner characteristics of the adult second language learner population?

Are immigrant serving agencies in Edmonton catering to special groups marked by their age, gender, or ethnic background? Does an immigrant's educational background dispose him to a certain program? Do ESL students have occupational goals? Finally, how long have ESL learners resided in Canada and what is their immigration status? Refer to Tables 19 and 20 for organizations. Tables 5, 6, and 7 present data by organizational sector.

Age

Table 5 indicates that 6 respondents reported a wide age range for their students from 18 to 60 plus. Alberta Vocational Centre and Alberta College described their population as primarily in the workforce age range with many falling into the 25 to 35 year old

Table 5

Student Population Descriptions by Age, Gender, Educational Background, Language Background and Organizational Sector

Population	Formal (frequency) n=8	Non-Formal (frequency) n=11	Total n=19
Age			
18-60+	6	7	13
Limited age range	2	4	6
Gender			
Equal m/f ratio	5	3	8
more males	-	-	-
more females	3	8	11
Educational Background			
elementary to post-secondary	6	8	14
high school+	1	1	2
unavailable	1	2	3
Language Background			
mixed language groups	8	6	14
one language group	-	5	5

category. Alberta Vocational Centre-Continuing Education, however, cited learners as old as 85 in its classrooms. Other formal programs indicated a wide age range from 18 upwards and fewer enrolments after age 50.

In the non-formal sector, 3 programs reported an older clientele (45+). Edmonton Immigrant Services Association claimed that 66% of its students were over 50. The Mennonite Centre described its learners as middle-aged with half over 45. Also, Student Volunteer Campus Community included a special English class for individuals over age 50 who required basic language skills. This organization also reported an average age of 45. Catholic Social Services' Settlement Language Training Program described its population as falling in the 25 to 35 year category. Of the remaining non-formal sector, respondents reported a broad age range.

Gender

There are significant gender differences in ESL class composition, especially in non-formal sector programming. Females

outnumbered males in 8 of the 11 non-formal programs with 3 agencies, Catholic Social Services, Changing Together, and Indo-Canadian Womens Association, designed particularly for women. Five formal agencies reported an even proportion in registrations among male and female students, whereas 3 organizations, Grant MacEwan College, Alberta Vocational Centre's Continuing Education and the Edmonton Public School's Continuing Education reported higher female registrations (ie., ratios provided were 40% males to 60% females).

Educational Backgrounds

The Edmonton Public School Board's Continuing Education program reported low educational levels in its student population. Seventy-five percent were described as having less than grade nine education in their mother language. Another 20 percent had some high school while 5 percent included post-secondary training. The University's Extension program reported that the majority of its learners were secondary and post-secondary trained. The remaining

formal sector programs reported their learners as having anywhere from elementary education to post secondary training in their native countries.

Eight non-formal agencies reported having students with a wide range of educational backgrounds. The Mennonite Centre described at least "ten percent of its population as highly trained," whereas the ESL Tutor Bank stated " the majority of learners have 6 to 12 years of education." Ukrainian Social Services felt that high school was the average standard of education in their program. Finally, Student Volunteer Campus Community broke down its student population as "20 percent post-secondary, 60 percent high school and 20 percent elementary." It is clear that a range of educational backgrounds were found in non-formal and formal sector programs; therefore, on the whole immigrant serving agencies served a broad spectrum of language learners.

Language Backgrounds

Formal educational programs included students from many language groups and diverse national origins. Because statistical breakdowns were not available in many organizations, it was difficult to ascertain quantitatively accurate numbers. In discussions with program respondents, however, Oriental (Vietnamese, Chinese) populations were high as were Spanish speakers from Latin America.

In the non-formal sector language dominance was somewhat more clearly defined. Some services were established for a particular language clientele although participation was open to diverse groups. For example, the Mennonite Centre for Newcomers served a broad clientele but reported that 75% of classes were filled by Vietnamese. Edmonton Immigrant Services Association described 69 percent of its population as Chinese and 31 percent "other". Chinese Community Services and Student Volunteer Campus Community included all of their students from Vietnam (Chinese speakers), Hong Kong, and the

People's Republic of China. The Spanish speaking community was served by Salvadoran Social Services and Latin American Public Services. The Indo-Canadian Women's Association reported an East Indian, Pakistani, and Bangladesh population. Lastly, Ukrainian speakers received language training through Ukrainian Social Services. In total 5 of the 11 non-formal programs served one language background.

Time in Canada

Residency in Canada varies in an organization's language learning population. Non-formal agencies had recent arrivals but also reported residents of up to 10 years in Canada. The Mennonite Centre described its "core group" as having lived in Canada from one to two years. On the other hand, Alberta Vocational Centre's CEIC Training Program included 67 percent of its clientele in the three months to one year category. Finally, Edmonton Public School Board's Continuing Education reported that 48 percent of its students had resided in Canada for four or more years. It is difficult, therefore, to project a

"residency" profile of the language learner as 15 of the 19 ESL organizations included both recent arrivals and long term residents.

Immigration Status

Language learners included refugees, landed immigrants, Canadian citizens and to a lesser extent, visa students. Four non-formal agencies reported primarily refugees. Five programs had students with either immigrant or refugee status. Finally, 2 respondents described their adult learners as being either Canadian citizens or landed immigrants.

Table 6 displays student population descriptions by time in Canada, immigration status, and organizational sector.

Table 6

Student Population Descriptions by Time in Canada, Immigration Status, and Organizational Sector

Population	Formal (frequency) n=8	Non-Formal (frequency) n=11	Total n=19
Time in Canada			
recent arrivals to long term residents	6	9	15
<1 year	1	2	3
unavailable	1	-	1
Immigration Status			
landed immigrant	6	2	8
Canadian citizen, visa			
Mixed landed immigrant and refugee	1	5	6
primarily refugee	-	4	4
unavailable	1	-	1

visa students comprised one-third of registrants at the Faculty of Extension. Landed immigrants, refugees, and Canadian citizens however, were unevenly distributed in the schools, colleges, training centres, and the university.

Table 7 displays student population descriptions by occupational goal, other information, and organizational sector.

Table 7

Student Population Descriptions by Occupational Goal, Other Information, and Organizational Sector

Population	Formal (frequency) n=8	Non-Formal (frequency) n=11	Total n=19
Occupational Goal			
-work force	3	5	8
-academic training	2	-	2
-non work force	1	5	6
-unavailable	2	1	3
*Other Information			
Agency keeps additional information	4	7	11
No additional information is available	4	4	8

* Examples of other information are courses in ESL, marital status, children, work experience, etc.

Occupational Goals

Students occupational goals appeared to influence the formal agency's focus in educational language training. The 2 Alberta Vocational Centre programs prepared students, in general, for the workforce. On the other hand, Grant MacEwan Community College and the University of Alberta included students who, for the most part, desired to attend post-secondary institutions. Two agencies, however, were unable to provide information on their clients' career goals. The non-formal sector had 5 programs where students were engaged in "survival" language learning. These organizations included programs for housewives, senior citizens, and the unemployed.

Other Information

This category includes additional information held by agencies on their students' characteristics. Of the 19 agencies delivering ESL, 11 kept additional information such as previous courses in ESL, ESL proficiency records, work experience, and family status. Record keeping assisted programmers in addressing their students' language

learning needs.

Do ESL programs present clear philosophies and curriculum objectives?

Program objectives involve a clear statement of aims for program design. Without objectives it is difficult to assess an agency's intentions with an immigrant language learner. The task at hand is to present agency objectives and the curricula which develop from them.

The following extracts provide formal sector views of their program orientations. A 'survival' orientation is given by one respondent.

> Our program is survival functional English - shopping, health care, directions, riding the bus - a basic foundation for English - that's the objective of the course.

While another respondent added,

> We are interested in survival English so we give them a lot of oral work. We also ask our students what they want. They have asked

> for typing, citizenship classes, so we provide them.

Yet another reported on their academic focus,

> Most of our students are either university bound, in university or are in professional jobs. Objectives are geared to the specific skills of basic, intermediate, or advanced levels. Some courses are general and others are English for Specific Purposes or English for Academic Purposes. These different courses have different objectives.

Other comments include,

> Our objective is for students to be ready to undertake further post-secondary education. We don't use a functional approach.

and one added,

> Our program emphasizes literacy skills in a series of thematic units, each level has objectives in listening, reading, and writing activities.

The following extracts provide non-formal sector views of their program orientations.

> There is a definite philosophy here and that is that people are very important and that immigrants need much more than just a language and that anyone who comes here should feel comfortable

> and as happy as possible with whatever situation they have.

One respondent noted the lack of formal curriculum design by commenting,

> We have no formal curriculum design. For some students their priority is survival English, so they get a functional approach; they're not university bound.

Finally, the emphasis on survival programing is indicated by one agency,

> The objectives of the program are to teach new immigrants English for the sake of survival such as work and to function in this society. We hope that through this positive setting, students may have a smoother transition in integrating themselves to the new culture and eventually be good citizens.

Adjusting to the community and gaining self confidence are reported in the following extracts from a number of respondents. They stated these goals:

> To provide students with a sufficient grasp of English which will enable them to interact with native speakers.

> To provide a relaxed atmosphere where students feel free to voice opinions and bring their questions.

- To improve language and social skills to deal with the community at large.

Two orientations have been identified to describe ESL study: study for survival or study for academic upgrading. Survival criteria include lifeskills training and basic English skills in functional language in readiness for the workplace. Academic criteria include higher level literacy skills in the four language modalities. Some programs include both foci but there is usually a tendency to focus on one over the other. Respondents were asked to describe their program focus and/or philosophy. Following this discussion some agencies were able to provide the researcher with syllabii for their courses. Those agencies not providing syllabii defined their activities through textbooks used in the program. Table 8 presents data on organizational sector and availability of syllabi.

Table 8 shows that of formal programs, 5 were able to supply syllabii of their program content. A public school board program presented a curriculum consisting of thematic units such as citizenship, consumer education, and public affairs. Within the units

general objectives for each level were stated in terms of student performance. Each objective contained the components of speaking, listening, reading, writing, vocabulary and grammatical structures. The separate school system, however, presented units from beginners to advanced and these units were defined in terms of grammatical structures.

Table 8 displays programs providing syllabi of their ESL courses by organizational sector.

Table 8

Programs Providing Syllabii of their ESL Courses by Organizational Sector

	Formal (frequency) n=8	Non-Formal (frequency) n=11	Total n=19
Syllabii Available	5	1	6
No Syllabii Available	3	10	13

Alberta Vocational Centres (both full and part-time programs)

also designed their syllabi on a thematic approach. Objectives were presented for each level and these were outlined in terms of communicative functions such as requesting and giving information, expressing opinions, and interacting socially. This organization viewed its principal objective as developing "communicative competence" as well as paying attention to language structures, cultural awareness, and the non-verbal aspects of communication. The university program presented syllabii for all its program offerings in the reading, writing, listening, and speaking modalities. Within the objective for each course level, skills, purpose and activities were defined. This program had dimensions in both general course goals and in student performance or skill objectives. Communicative competence was also viewed as an essential goal and defined in terms of linguistic correctness and cultural and contextual appropriateness. These components were elaborated upon in the syllabi with respect to the "when" and "how" of language exchange.

Of the 3 formal programs not providing syllabi, 2 respondents left program design to teacher discretion and availability of textbook issues. A third organization designed its program on course outlines which identified grammatical and lexical structures for each level within the four language modalities. In these 3 programs, communicative activities were not clearly defined in their programs' orientation.

Of the 11 non-formal programs only 1 agency provided details of course programming. This volunteer group outlined its activities in terms of situational language needs such as filling out forms, reading medicine labels, giving instructions, using public transportation etc. In this program, activities were primarily conversational with less attention given to written work. For programs not providing syllabi, textbooks, tapes, and teacher-made materials presented the content. Common textbooks used in 3 programs were New Horizons, New Start: Canada and Side by Side. These were available free through government textbook issue.

Do programs of adult ESL utilize formal evaluation procedures of their students, teachers, and curriculum?

Table 9

Frequency of Programs with Formal and Informal Evaluation and Organizational Sector

Evaluation	Formal			Non-Formal		
	Formal	Informal	Total	Formal	Informal	Total
Student	4	4	8	1	10	11
Teacher	5	3	8	0	11	11
Curriculum	3	5	8	0	11	11

Table 9 shows the frequency of formal and informal evaluation of students, teachers, and curriculum in formal and non-formal sectors. What can be concluded from the data is the almost total lack of formal evaluation in the non-formal sector. Formal agencies carried out formal student evaluations in 4 of the 8 programs, and curriculum evaluation occurred in only 3 agencies.

Participants were asked to discuss evaluation from their program perspective. Respondents gave their interpretation of

student, teacher, and curriculum evaluations as part of the general program design.

Student Evaluation: Formal Organizations

> We have an evaluation the onus of which is on the teacher. It is developed specifically for intake and that's by the same person that put the curriculum together; therefore, it matches our curriculum and identifies the levels the students are at. At some schools we do a conferencing, at other schools we give out progress reports, and we have certificates that say you have completed this level and the students are moved.

One organization gave tests.

> There is a type of formative evaluation going on throughout in terms of homework assignments, tests, etc. The final exam is a very formal type of exam where instructors must hand in their exams beforehand.

And from another,

> We give a number of tests. The main one is an oral test which is pre and post course. The test measures communicative competency over a 20 week period and it is done graphically so you can see the difference.

But tests did not always indicate promotion.

> Tests are not intended to determine whether or not a student "passes" or "fails". From time to time, however, evaluations are carried out by the instructor, both for his/her own information and as an indication to the students that they are making progress.

Student Evaluation: Non-Formal

The non-formal agencies followed looser guidelines in assessment and in many cases assessments were through verbal student-teacher exchanges. One program did not give tests.

A sample extract describes one agency's approach to evaluation.

> I made up the test and just put things together. After the first session I figured out what their needs were. I put some vocabulary, some reading, some grammar, put it all together. So we have a beginner test, an intermediate test, and an advanced test. It's an informal evaluation, moving the student to the level we think they are at.

Instructor Evaluation

Assessing instructor performance can be a serious or casual proposition in both sectors of ESL delivery. Generally, informal and formal procedures were found in determining teacher effectiveness

for their programs. One respondent discussed the importance of student evaluation of teaching performance.

> I don't feel I can really judge anybody in a half hour . . . either it has been so well rehearsed or it's really not an accurate picture of what is going on . . . I look at student achievement tests and course evaluation forms.

Another reported,

> We use the form (teacher assessment) that is used for our school district to evaluate teachers, to provide permanent certification and the whole gamut is looked at: methods of preparation, decor in the room, interaction with students. All of those types of things are looked at but not as much emphasis is put on it as it would be with certified K-12 classroom situations. You can't expect that either. Our teachers are casual employees, are paid an hourly wage, no benefits. We can't do that because of course we don't know how much money we are going to get.

One respondent concluded,

> I am not sure of the ability of students to assess instructors. They may be assessing different things.

Curriculum Evaluation

Curriculum evaluation involved a review of course objectives and their effectiveness in a curriculum design. How successful a program was in serving survival or academic ESL could be determined through student needs assessment, syllabus development, textbook and material selection, student feedback, and choice of appropriate classroom activities for the various levels of the program. Curriculum could be evaluated as part of a total program effectiveness review, often carried out in student end of term assessments. In this approach, the curriculum became just one aspect of a student's reaction to the ESL class. In other cases instructors were asked to reassess their curriculum level objectives and informally liaise with their peers for course changes. The difficulty with the informal method was the degree of accuracy given to the specific skills required of a level and how they linked with other levels of ESL outside the agency. Consequently there appeared to be a lack of consistency and standardization in Edmonton's ESL course

descriptions. A basic, intermediate, and advanced range were inadequate indications of competencies as the skills within each category varied across the formal and non-formal sectors.

There was evidence, though, of activity in the formal sector where total curriculum renewal was a feature of the evaluation process. Skills were examined in each level and revisions were done on broad groups (i.e. the basic-intermediate-advanced distinction) to define specific skills. In one institution, a series of beginner levels was established to measure competencies at the basic level. Another approach was to assess competencies at the modality level (writing, listening, speaking, reading) and to label levels within that skill, i.e. Writing I, Writing II.

What are the characteristics of the teachers of ESL to adults?

Note that characteristics are defined here as instructor qualifications only, and working status is categorized as part/full-time and volunteer teaching. Table 10 displays instructor qualifications by organizational sector.

Table 10

Instructor Qualifications by Organizational Sector

Qualifications	Formal (frequency) n=8	Non-Formal (frequency) n=11	Total n=19
Tesl Degree			
Graduate	3	1	4
Undergraduate	4	2	6
B.Ed.	7	6	13
Other*	5	10	15
Total	19	19	38

*Includes non-teaching degrees

Table 10 shows that 3 formal agencies reported that graduate degrees in TESL were found on their staff. Seven agencies indicated that people with B.Ed degrees (in some cases supplemented with ESL coursework) were teaching in their programs. Five responses were categorized as "other" and these included staff with undergraduate and graduate degrees in non-teaching disciplines.

Non-formal agencies reported fewer teachers with TESL qualifications. Two agencies had staff with undergraduate training in TESL and the B.Ed degree was cited as a qualification in 6 programs. The most frequent qualification was "other" which occurred in 10 of the non-formal organizations. 'Other" constituted training in disciplines such as nursing, engineering, arts, etc. Finally, bilingualism was reported as a qualification in 4 non- formal programs but in none of the formal programs. Although formal agencies were more likely to have instructors with teaching and TESL qualifications, there are differences in the way respondents described the most important criteria they hold for staff.

The following extract shows formal program values on teacher qualifications:

> It is not necessary to have a B.Ed to teach ESL . . . it is necessary to have a real compassion for people and be outgoing. The majority of our teachers, though have B.Eds.

Another respondent remarked,

> Well they've got to have a teaching certificate . . . I'd say the majority of them have an ESL component in their degree.

While a third commented,

> Some of them have their permanent (teaching) certificate - but that's not something I look for for sure.

And finally,

> A minimum qualification would be a degree plus a graduate diploma with specialization in TESL or a TESL certificate.

The following extracts indicate non-formal program values on teacher qualification:

> They don't have less than a B.Ed. Nobody has any ESL training.

Another stated,

> Emphasis is on the person, their interest in the program, stability and their ability to make contact with other human beings.

And two respondents added,

> I look for somebody with some teaching background. It doesn't have to be extensive.
>
> B.Ed with a specific training in ESL and preferably a multicultural education course, and bilingual if not multilingual.

Table 11 displays the status of instructional staff by organizational sector.

Table 11

Status of Instructional Staff by Organizational Sector

Status	Formal (frequency) n=8	Non-Formal (frequency) n=11	Total n=19
Volunteers	3	8	11
Part-time	8	6	14
Full-time	2	0	2
Total	13	14	27

Note: Organizations in the formal sector used paid and volunteer staff.

Table 11 shows that part-time staff were used in 14 of the 19 programs and that they were used extensively in both the formal and non-formal sectors. Volunteers were found in greater frequency in non- formal programs and only 2 agencies provided full-time teaching positions. These were both formal educational institutions. (See Table 21 for organizations.)

What are the critical issues which impact the delivery of adult ESL programming?

Table 12 displays the critical issues in ESL programming by organizational sectors.

Table 12

The Critical Issues in ESL Programming by Organizational Sector

Issues	Formal (frequency) n=8	Non-Formal (frequency) n=11	Total n=19
Funding	8	9	17
Student Needs	4	7	11
Instructor Qualifications	4	4	8
Other	2	0	2

With 19 organizations involved in programming adult immigrant language programs, and in spite of the fact a number of these organizations were attached to formal educational institutions, funding was indicated as a problem area affecting the delivery of service by almost every respondent. Seventeen of the nineteen agencies stated the need for on-going funding so that service could be planned and the needs of the clientele better addressed. Funding was an issue in obtaining good resources, providing adequate classroom space, and in designing appropriate curriculum materials. Coordination of program levels, continuation of successful programs, and the appropriate compensation to qualified instructors were seen as the outcomes of effective funding arrangements.

A formal program respondent stated "funding is ad hocish ... if you don't know how long your program is going to continue, you will seriously question how much you are going to direct towards defining a curriculum." Another program discussed funding in terms of staffing "the biggest problem with funding is that the types of programs we're

offering provide us with no security to be able to give to people we employ." With on and off again layoffs in the field, one administrator mentioned that a career path for ESL instructors was needed and linked that observation to the university assuming a leadership role in training.

Because funding is inconsistent, the needs of immigrants may not be met. Pilot programs for women were a case in point. Organizations dealing with immigrant women felt that their groups had traditionally been neglected when it came to training programs. However, with Settlement Language Training Program allocations, more non-formal groups had become involved in ESL language delivery, and they viewed adequate funding as essential to meeting their operating costs in child care and transportation allowances.

Four respondents indicated that addressing student needs was an issue in ESL delivery. Accessing suitable textbooks, standardizing course descriptions for ESL, using volunteers in the classroom, and extending length of training programs were issues given.

Eight respondents felt that obtaining suitably qualified staff was a concern. Respondents also suggested that professional standards could be improved by promoting professional development opportunities.

Finally the 'other' category included responses from 2 respondents. One suggested that Canadians ought to be more tolerant of non-native English speakers in their expectations of acceptable speaking standards. Finally, another believed that non-funded students might not access suitable courses if tuition costs were high.

Who is involved in funding adult ESL and what criteria are used?

Program Funding

In Edmonton the responsibility for the provision of immigrant language training rests jointly with Canada Employment and Immigration Commission (CEIC) and the Department of the Secretary of State. Although provinces clearly have jurisdiction over education, the federal government shares immigrant language training on a

cost-shared basis. Language training through CEIC is provided on a full-time basis for immigrants destined for the labor force. (See Appendix 3 for funding agencies.)

In 1987 the Canada Employment and Immigration Commission reported that in Canada within the past five years over 90,000 new arrivals destined to the labor market (between the ages of 18 and 54) received government language training. Participation rates had risen during this time period from 33 percent to over 88 percent and $250 million had been expended through course purchases and training allowances. The Commission noted, however, that despite the increasing demand for language training caused by increasing immigration levels, the funds available to purchase institutional language training were being reduced. In 1986/87, funding for course purchase was reduced by 10 percent. In 1987/88 it was reduced another five percent.

The Settlement Language Training Program (SLTP), a program of the federal department, Secretary of State, is designed to meet the

needs of adult immigrants who are not expected to join the labor force. The priority target group is immigrant women at home with family responsibilities. SLTP projects provide 300 hours of language training instruction through immigrant serving agencies. Programs allow for 15 to 30 hours of instruction per week for 10 to 20 weeks. This program features child care supervision and transportation allowances. In Edmonton, Changing Together: A Centre For Immigrant Women, the Indo-Canadian Women's Association and Catholic Social Services were non-formal programs funded by SLTP.

Part-time training for "citizenship" purposes is also supported by the Department of the Secretary of State. Citizenship instruction means teaching newcomers the basics of Canadian society (institutions, ways of life) for the purpose of facilitating their integration into Canadian society and for preparation for Canadian citizenship. In this program costs include teacher salaries and student textbook allowances.

Further Education Services of Alberta Advanced Education provides funding for non-credit part-time ESL for adult learners. The grant is designed to meet the costs of agencies which are not eligible for other provincial or federal monies. The part-time funding is intended to provide programs which orient immigrants to life in Canada and to provide basic proficiency in ESL (Further Education Services, Advanced Education, 1986).

Few ESL organizations operate without some form of government assistance. Agencies which do not receive direct grants from federal or provincial sources obtain textbook allocations. Even social service agencies recover ESL costs through settlement service funds. What is noticeable, however, in understanding the role of provincial and federal government funders is the emphasis on part-time funding. Alberta Advanced Education (Further Education Services) funded 6 formal and 2 non-formal agencies by direct grants (see Appendix 3). Two formal programs received CEIC funds and 3 non-formal organizations obtained Settlement Language Training Program (SLTP)

funds.

Student Financial Assistance

What forms of financial assistance are available to adult immigrant language learners? What is the eligibility criteria? Do student assistance programs have clearly defined learning expectations of the institutions they fund?

Formal and non-formal ESL sectors were asked whether students in their programs received government financial assistance to attend their programs. Four formal respondents indicated that students received some form of ESL training assistance. Financial assistance came from Student Finance Board Loans, Workers Compensation Benefits, Alberta Vocational Training Programs, Alberta Social Allowance Programs and CEIC training allowances. Non-formal sector agencies on SLTP funding provided students with a small daily allowance to cover transportation costs.

The eligibility criteria for government aid will depend on the full or part-time nature of study. Full-time studies funded through

the Alberta Students Finance Board, recognizes Canadian citizens, landed immigrants and refugees in centres deemed to be offering vocational education. Residency in Alberta must be established for qualification purposes however. The Students Finance Board recognizes economic and social factors in their grant specifications; therefore, many adult language learners are eligible to apply. The Board also provides bursaries for part-time students in general and those in adult further education courses; these amount to $300 per semester. Financial need is one criterion of these bursaries which are intended to cover tuition, books and day care costs.

Another form of student financial assistance is Worker's Compensation Board retraining benefits. These benefits are awarded to adults on Worker's Compensation whose language ability is seen as an impediment to employment. The Board, through their testing procedures, funds ESL as part of the rehabilitation process. Place of attendance is determined by the student's goals and language performance. The Board requires institutions to submit student

progress and attendance reports.

The Alberta Vocational Training Program (AVT) is geared to the adult student and is administered by Alberta Career Development and Employment. It is aimed at the disadvantaged adult who requires skill training or academic upgrading to gain employment. Skill training can be up to 40 weeks and must be full-time for at least 25 hours per week. The student is eligible for a small daily living allowances (from $3.50 to $59 per day) in addition to the costs of tuition and books. The funder does not request that the student have a goal while in training, but the funded agency is obliged to submit student attendance reports.

Alberta Social Services will assist their clients in training and educational pursuits. Through upgrading programs, the department will fund a person for up to two years of full-time training in order to acquire suitable skills for employment purposes. Eligibility is determined by the individual's economic status and level of need. The program is designed to break the "on-again-off-again" employment pattern that social allowance recipients experience.

Canada Employment and Immigration Commission training allowances, under the National Training Program (currently under the jurisdiction of the Canadian Jobs Strategy Program), provide assistance for ESL students enrolled in full-time programs for up to fifty-two weeks. Priority for CEIC student assistance goes to heads of families and others destined for the labor force. Eligible trainees receive travel allowances and day care expenses. To facilitate the needs of their client groups, CEIC is designing a framework of service delivery. The costs of program purchases will involve closer government/agency coordination, needs analysis, service standards, and program evaluation. The department plans to improve coordination of their service by implementing clearer guidelines for agencies offering government funded ESL training. At the time of this research, it is still in the planning phase.

In the Edmonton ESL community, student financial assistance for full-time federally funded language instruction rests primarily with the Alberta Vocational Centre's full-time program. On an ad hoc basis,

however, school boards and a college obtain government contracts to provide training for employment related language learning.

In brief, student financial assistance options are funded almost solely through the formal sector. Funding is primarily for full-time instruction and up to a maximum of one year. An agency's program delivery practices, in addition to the accountability for operating costs, are informally established with the funder.

To conclude, the research findings provide a comprehensive description of adult ESL programming in Edmonton. That many factors are associated with language learning and teaching suggests that there are difficulties in providing meaningful and practical programs. Chapter 5 first analyzes the findings and then follows with recommendations and suggestions for further research.

CHAPTER FIVE

ANALYSIS AND CONCLUSIONS

The nature of ESL programming for adults in Edmonton has been presented through a descriptive study of student and teacher characteristics, program accessibility and design, and funding policies. The formal/non-formal dichotomy used to present the data in the previous chapter allows for the identification of significant themes which assist the reader in understanding adult ESL. In this final chapter I will discuss issues raised by the findings. Recommendations and suggestions for further research follow.

Analysis

Student Characteristics

In Chapter One an assumption was made that adult education organizations often do not keep statistical records on their agency's

clientele. This proves to be the case in adult ESL programs in Edmonton. Apart from general information such as enrolment and country of origin most ESL programs do not keep comprehensive records and therefore could not provide such data for research. Because of this lack of data collection, statistics and other information for this study were obtained from staff interviews.

English as a second language students are a unique group. They have special needs and interests. Better record keeping of their characteristics would assist programmers in identifying student situations and circumstances. To begin, many immigrants arrive in Canada at various stages of their lives. That many return to language schools poses a difficult yet challenging task for educators. Furthermore, generalist ESL programs are pressed to prepare newcomers for a satisfying life in Canada. In reality, immigrants may not be focused on a career, rather their lives are 'unsettled' while taking ESL. And although many receive direction and purpose in school, others remain undirected and perhaps confused.

Language classes are a mixture of literates and illiterates, senior and youths, landed immigrants and refugees, in addition to the heterogeneous blend of races, languages, and cultures. In an effort to design suitable instructional programs, generalizations are made on learning needs. With the exception of several distinct language groups in the non-formal sector, agencies appear to have similar student populations. Because of these client similarities, ESL agencies could collaborate well in determining their clientele's characteristics and in identifying suitable training options for their integration into Canadian society.

Teacher Characteristics

Another significant theme is the ambiguity with regards to suitably qualified ESL teachers. Respondents indicated a range of suitabilities from personal maturity and cultural sensitivity to bilingualism and specialist teaching credentials. Personal suitabilities were more frequently reported in survival programs, whereas organizations associated with educational institutions often

favored academic qualifications. That is, as a 'profession' competency standards are not uniform; consequently, as a teaching activity it is open to individuals with diverse educational backgrounds.

In addition to the ambiguity surrounding teaching qualifications there is widespread use of volunteers. Volunteers comprise a significant number of teachers in adult ESL, particularly in the non-formal sector. In the formal sector, volunteers serve to assist instructors and provide English language speakers in the classroom. Although it is advantageous to use volunteers, reliance on volunteer teachers does little to enhance the professional status of ESL teaching. Furthermore, volunteers may have TESL training, but there are many who do not possess formal qualifications. An implicit assumption in using volunteer staff is the view that speakers of English can also be teachers of English. Research indicates that this is not the case (Cameron, 1981; Yalden, 1983; Strevens, 1980).

Sharing the students' mother tongue, as is the case with bilingual instructors, is another difference among programs.

Bilingualism allows for a familiarity with languages and perhaps a sensitivity to particular difficulties in second language acquisition. However, it should not be assumed that bilingualism implies an ability to impart strategies and techniques in learning language, but rather it is advantageous in certain teaching/learning situations.

The working conditions of ESL instructors, related to funding and other program factors, are also an important theme in the data. English as a second language teachers (for the most part) are classified as part-time adult educators. They are considered casual labor, and in most situations ESL instructors are not eligible for employment benefits. The part-time designation includes teaching duties of up to 25 hours per week. English as a second language teachers, however, have a work load which approximates post-secondary instructors who in many institutions receive a full-time salary. In addition, ESL employment is seasonal, contractual, and unsteady. The unstable work environment threatens job security and does not provide for an attractive career path.

Program Accessibility

In Edmonton there are a variety of part and full-time ESL programs. In either sector, availability is not a problem. What appears significant, however, is program accessibility. Accessibility is determined by time frames, costs, and services.

A time frame involves the scheduling and duration of English language classes. Agencies offer a variety of part-time classes on weekdays, evenings, and weekends. Fixed-term immersion classes appear to be the domain of the formal sector, whereas continuous enrolment is a feature in some non-formal agencies. As a consequence of these arrangements, immersion classes exclude immigrants who are employed during the day and part-time sessions may not always be appropriate. Furthermore, whether training is for 10 or 20 weeks, the duration may be insufficient for learners at a basic level who require extended periods of classroom instruction.

Program costs are another factor in ESL accessibility. Simply, fees differ among agencies. Expensive tuition can exclude suitable

clientele who cannot afford the fees; likewise, low cost or free tuition programs (often providing survival ESL) may not be suitable for many language learners. Financial assistance options should make all ESL programs accessible.

Another consideration is child care and counselling services. Accessible child care is essential, particularly to women who may be the family breadwinners. Provision of child care recognizes that a need exists in the community. Counselling is also a significant need. The difficulties of living in a new culture go beyond language. Counsellors assist newcomers in matters such as housing, health care, and employment. In many of the programs in Edmonton, these program services are provided, but in many they are not. All agencies should explore the need for these services for their clients and provide them if necessary.

Program Design

An important theme in ESL delivery is the differences in program orientation and evaluation. A survival orientation is found

more commonly in the non-formal sector where language learning is viewed as a 'holistic' activity. The individual's total learning needs must be met in order for language learning to occur. On the other hand, formal organizations more frequently offer an academic focus, which views language study as a part of education and career development. However, course descriptions are general and only some agencies are able to provide a curriculum of their activities. Although many agencies offer beginner to advanced ESL, the skill distinctions for each level across the sector are not well understood by program administrators in the ESL community. This situation suggests, perhaps, the need for further awareness of the kinds of ESL programs in the community.

Finally, agencies are inconsistent in their evaluation procedures. If many agencies do not have a formal criteria for measuring student achievement and teacher/program effectiveness, then how can agencies be accountable to their students or funders? It would appear that better procedures should be developed for measuring

accountablity of agencies.

Funding Policies

There is a consensus of opinion among ESL program respondents that funds for ESL are inadequate. Because governments administer ESL on an ad hoc basis, funding limits long-term planning and program growth. Teachers, students, and program developers are all recipients of funds which limit salaries, enrolments, and services. It is evident that funds are available for a variety of programs, but in the past decade the number of non-formal programs has grown significantly. This sector caters to disadvantaged groups such as women, cultural, and settlement organizations for various ethnic groups in the city. If the funders continue to support non-formal agencies then it is understandable. Settlement and cultural groups provide part-time survival classes and often use part-time staff and/or volunteers. With cost-benefit considerations, non-formal programs are cheaper to administer than formal full-time ESL. Despite the advantages, howver, funders ought to be informed of program services, designs and

instructor competencies in order to ensure that programs are not unnecessarily duplicated and that standards for quality programming are in place.

Recommendations

Recommendations are based on the assumption that their adoption will improve ESL delivery while illustrating effective practices in adult education. The first recommendation is related to an earlier assumption on the lack of record keeping in second language prog rams. Keeping statistical records will assist programmers in identifying their clientele's characteristics and learning requirements. It will also support program respondents claims that funds are insufficient to meet all their needs. Further to record keeping is the need for a formal curricula which would acquaint the public with an agency's focus and program design. With the establishment of program activities and course designs, agencies become more accountable to the public they serve.

A second recommendation concerns the inconsistency in hiring suitably qualified instructors. A discrepancy exists in selecting professional and personal qualifications. Academic credentials would allow for greater mobility and might assist teachers in substantiating their claims for improved working conditions and job security.

A final recommendation involves the need for a long-term funding policy on the terms and conditions for language training which includes fair representation from all agencies. A reassignment in ESL funding arrangements, however, should be followed by government direction in their requirement for accountability in program design, staffing, and services. Professional TESL associations at the local and provincial levels should participate in this process.

Future Research

The study has presented several significant concerns and themes in adult ESL. Because a broad topic was investigated, it was difficult to explore in-depth particular problem areas such as language acquisition in survival as opposed to academic programs, or student

and instructor characteristics and language success.

A topic worthy of further study is student satisfaction with language programs. For example, how does successful language acquisition correlate with variables such as mother tongue literacy, time in Canada, or occupational goals? Do students learn best in unilingual classrooms? Follow-up studies add to valuable understandings of program strengths and weaknesses.

More research is required in the relationship between generalist and occupational ESL. If career goals are established in generalist programs, bridge programs can be established to meet student needs in the technical and professional areas. Needs assessment studies are required to examine the employability of the technical and professionally trained ESL student. In some situations career goals are more attainable if occupational training is incorporated along with language acquisition.

Research is also needed in defining suitable instructor competencies. For example, many ESL instructors have backgrounds in

adult education and/or applied linguistics. Applied linguistics training provides a teacher with critical knowledge about language acquisition, whereas adult education addresses a broad spectrum of learner needs and circumstances. Teachers trained in adult education may see their primary role as 'facilitators' of learning and may draw on general principles of language acquisition rather than seeing themselves as experts in this field. The two disciplines can complement one another, but it is possible their assumptions on language learning and teaching are quite different.

In conclusion, "A Descriptive Study of Adult ESL Programs in Edmonton" will have served its purpose even if it has only been to acquaint adult ESL educators with the tasks facing them. Future researchers can explore these topics further and thereby add to our knowledge on immigrant language education.

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APPENDIX 1

TABLES OF ESL PROGRAM DATA

Table 13

ESL AGENCIES

Formal Organization	Abbreviation
Alberta College	AC
Alberta Vocational Centre	AVC
Alberta Vocational Centre, Continuing Education	AVC-CE
Alex Taylor Community School	ATCS
Edmonton Catholic School District, Continuing Education	ECSD-CE
Edmonton Public School Board, Continuing Education	EPSB-CE
Grant MacEwan Community College, Community Education Division	GMCC-CE
University of Alberta, Faculty of Extension, English Language Program	UA-FE

Non-Formal Organization	
Catholic Social Services	CSS
Changing Together	CT
Chinese Community Services Centre	CCSC
Edmonton Immigrant Services Association	EISA
ESL Tutor Bank	ESL TB
Indo-Canadian Women's Association	I-CWA
Latino-American Public Services	L-APS
Mennonite Centre for Newcomers	MCN
Salvadoran Social Services	SSS
Student Volunteer Campus Community, University of Alberta	SVCC
Ukrainian Canadian Social Services	UCSC

Table 14

Number of Years Delivering ESL by
Formal and Non-Formal Organizations

Formal Programs	Years Delivering ESL*
Alberta College	20
Alberta Vocational Centre	13
Alberta Vocational Centre - Continuing Education	15
Alex Taylor Community School	6
Edmonton Catholic School District - Continuing Education	12
Edmonton Public School Board - Continuing Education	30
Grant MacEwan Community College	11
University of Alberta - Faculty of Extension	15
Non-Formal Programs	
Catholic Social Services	<1
Changing Together	3
Chinese Community Services Centre	9
Edmonton Immigrant Services Association	8
ESL Tutor Bank	7
Indo-Canadian Women's Association	2
Latino-American Public Services	2
Mennonite Centre for Newcomers	6
Salvadoran Social Services	2
Student Volunteer Campus Community	7
Ukrainian Canadian Social Services	2

*Note: Number of years delivering ESL are given as approximate times and were recorded as of 1987.

Table 15

Availability of ESL Programs by Time, Duration, and Formal/Non-Formal Organization*

Formal	Weekday	Week evening	Weekend	Fixed-term Enrolment	Continuing Enrolment
n=8					
	AC	AC		AC	
	AVC			AVC	
	AVC-CE	AVC-CE		AVC-CE	
	ATCS				ATCS
	ECSD-CE	ECSD-CE			ECSD-CE
	EPSB-CE	EPSB-CE		EPSB-CE	
	GMCC-CE			GMCC-CE	
	UA-FE	UA-FE		UA-FE	
Non-Formal					
n=11					
	CSS			CSS	
	CT	CT			CT
		CCSC	CCSC		CCSC
	EISA			EISA	
	ESL-TB	ESL-TB	ESL-TB		ESL-TB
		ICWA			ICWA
	LAPS				LAPS
	MCN			MCN	
	SSS	SSS			SSS
			SVCC	SVCC	
		UCSS			UCSS

*Note: Abbreviations of Formal and Non-Formal Organizations are given. (Refer to Table 13 for full name.)

Table 16

Services Available to Students in ESL Programs by Non-Formal Organization (N=11)

Counselling	Child Care[1]	Resource Centre	Student[2] Assistance	Other[3]
CSS	CSS		CSS	
CT	CT	CT	CT	
				CCSC
EISA	EISA			EISA
MCN	MCN	MCN		ESL-TB
SSS	SSS	SSS		ICWA
SVCC				LAPS
UCSS				MCN
				SSS

Note: 1) informal child care arrangement
2) transportation subsidy
3) services here include bilingual and multilingual teachers

Table 17

Services Available to Students in ESL Programs
by Formal Organization (N=8)

Counselling	Child care	Resource Centre	Student[3] Financial Assistance	Other[4]
AC	AVC[2]	AC	AC	AVC
AVC	ATCS[1]	AVC	AVC	GMCC-CE
EPSB-CE	GMCC[2]	ECSD-CE	EPSB-CE	UA-FE
GMCC		EPSB-CE	GMCC-CE	
		GMCC-CE	U of A	
		UA-FE		

Note: 1) babysitting
2) daycare
3) financial assistance: Alberta Vocational Training; Canada Employment and Immigration Training; Workers' Compensation, Social Services, Student Loans
4) other: athletics, student government

Table 18

ESL Program Features by Enrolment, Levels, Cost Student Status, and Formal/Non-Formal Organization

Organization				
Formal	Enrolment*	Levels	Cost	Student Status
AC	120	1	1*	1
AVC	650	1	1	2
AVC-CED	670	1	1	3
ATCS	70	2	2	3
ECSD-CE	U	1	1	1
EPSB-CE	400	1	1	1
GMCC-CE	138	1	1	2
UA-FE	325	1	1	1
	n=2373			
Non-Formal				
CSS	43	2	2	3
CT	40	1	2	3
CCSC	89	2	1	3
EISA	70	1	2	3
ESL-TB	70	1	1	3
I-CWA	42	1	1	3
LAPS	17	2	1	3
MCN	700	1	1	3
SSS	U	1	2	3
SVCC	125	1	1	3
UCSS	22	1	2	3
	n=1218			

KEY

* Approximations
U-unavailable

1-Beginner to advanced
2-Primarily beginner

1-Fee to student
2-No cost to student

1-Full & part-time
2-Full time only
3-Part-time only

*fee assessed in f-t program only

Table 19

Student Population Descriptions by Age, Gender, Educational Background, Ethnic Background, and Formal/Non-Formal Organization

Formal	Age	Gender	Educational Background	Language Background
AC	2 (25-35)	1	1	1
AVC	2 (25-35)	1	1	1
AVC-CE	1	3	1	1
ATCS	1	1	1	1
ECSD-CE	1	1	3	1
EPSB-CE	1	3	1	1
GMCC-CE	1	3	1	1
UA-FE	1	1	2	1
Non-Formal				
CSS	2(25-35)	3*	1	1
CT	1	3*	1	1
CCSC	1	3	3	2(Chinese)
EISA	2 (50+)	3	3	1
ESL-TB	1	3	1	1
ICWA	1	3*	1	1
LAPS	1	1	2	2(Spanish)
MCN	2 (45+)	1	1	1
SSS	1	3	1	2(Spanish)
SVCC	2 (45+)	3	1	2(Chinese)
UCSS	1	1	2	2(Ukrainian)

KEY - AGE
1 - 18-60+ range
2 - other* (age group is dominant)

KEY-GENDER
1 - male/female ratio is equal
2 - more male
3 - more female
* - program is for women

KEY-ED. BG.
1 - elementary to post secondary
2 - highschool +
3 - unavailable

KEY-LAN. BG.
1 - mixed language groups
2 - one language group

Table 20

Student Population Descriptions by Time in Canada, Immigration Status, Occupational Goal, Other Information and Formal/Non-Formal Organization

Formal	Time in Canada	Immigration status	Occupational Goal	Other
AC	3	1*	1	2
AVC	2	1	1	1
AVC-CE	1	1	1	1
ATCS	1	2	3	2
ECSD-CE	1	4	4	2
EPSB-CE	1	1*	4	2
GMCC-CE	1	1*	2	1
UA-FE	1	1*	2	1
Non-Formal				
CSS	1	2	3	1
CT	1	2	1	1
CCSC	1	1	4	2
EISA	1	2	3	1
ESL-TB	1	3	1	1
ICWA	1	2	3	1
LAPS	1	3	1	1
MCN	1	3	3	1
SSS	2	3	1	2
SVCC	1	1	3	2
UCSS	2	2	1	2

KEY-Time in Canada
1- recent arrivals to long term residents (<1 yr - 10 yrs+)
2 - recent arrivals dominant (<1 yr)
3 - unavailable

KEY-Immigration Status
1 - primarily landed immigrants with some Canadian citizens and visa students included
2 - mixed landed immigrants & refugees
3 - primarily refugees
4 - unavailable

KEY - Occupational goal
1 - destined for the work force
2 - destined for further academic training
3 - non-work force (ie. housewives, senior citizens, unemployed)
4 - unavailable

KEY - Other
1 - agencies keep additional information on students
2 - no additional information kept

Table 21

Status of Instructional Staff by Formal and Non-Formal Organization

Formal	No. of Volunteers (frequency)	Instructor Status (frequency)		Total
		Part-Time	Full-Time	
AC	-	6		6
AVC	30	5	35	70
AVC-CE	6	18	-	24
ATCS	6	1	-	7
ECSD-CE	-	44	-	44
EPSB-CE	-	32	-	32
GMCC-CE	-	5	1	6
UA-FE	-	23	-	23
Total	42	134	36	212
Non-Formal				
CSS	-	3	-	3
CT	2	3	-	5
CCS	-	5	-	5
EISA	7	-	-	7
ESL-TB	40	-	-	40
I-CWA	-	4	-	4
LAPS	5	-	-	5
MCN	50	3	-	53
SSS	6	-	-	6
SVCC	60	-	-	60
UCSS	1	1	-	2
Total	171	19	-	190

APPENDIX 2

PARTICIPATING GOVERNMENT DEPARTMENTS

Alberta Advanced Education - Community Program Services
Alberta Career Development and Employment - ESL Secretariat
(formerly Alberta Manpower)
Alberta Social Services - Family and Social Services Department
Canada Employment and Immigration Commission - Language
Training Programs
Secretary of State - Citizenship Programs

Boards
Students Finance Board - Student Loans Office
Workers Compensation - Vocational Rehabilitation Department

APPENDIX 3

ESL Organizations and Funding Agency

Note

CEIC - Canada Employment and Immigration Commission
SLTP - Settlement Language Training Program
AE - Advanced Education
ACDE - Alberta Career Development and Employment

* Students are eligible for financial assistance
1 Textbook allocations only

Organization	Government Funder
(formal)	
AC*	CEIC* (day program) AE (evening)
AVC*	CEIC
AVC-CED	AE
ATCS	AE[1]
ECSD-CE	AE
EPSB-CE*	AE
GMCC-CE*	AE
UA-FE	AE
(Non-Formal)	
CSS*	SLTP
CT*	SLTP
CCSS	Church supported
EISA	AE[1]
ESL-TB	AE
ICWA*	SLTP
LAPS	ACDE
MCN	AE, MCN Church
SSS	Church supported
SVCC	AE[1]
UCSS	Church supported

APPENDIX 4

Contact Letter

I am a graduate student in the Adult and Higher Education program at the University of Alberta. Currently, as my thesis requirement, I am undertaking a descriptive study of adult ESL programs in Edmonton. Both formal and non-formal programs will be studied.

The aim of the research is to gather relevant descriptive data on the nature of Edmonton's ESL delivery to adult immigrants. It is hoped that this information will be of benefit to professionals working in the field of adult immigrant education.

Much of the data will be collected through a taped interview (at your discretion), and I have enclosed a list of questions to be discussed. Please feel free to add comments and complete sections prior to the interview, if possible.

Your participation will greatly assist me in the presentation of a comprehensive report on the nature of adult ESL programming in Edmonton. It is also understood that the personal identity of respondents will be kept confidential. A summary of my research findings will be forwarded to your organization upon completion of the study.

I will be contacting you in the next week to discuss this matter further.

Your cooperation is appreciated.

Sincerely,

Margaret G. Hodgson
Phone: 477-0231 (work)
462-5240 (home)

APPENDIX 5

Agency Interview Questions

A Descriptive Study of Adult ESL Programs in Edmonton

The following are open-ended questions on adult ESL programming. Please consider these questions prior to the interview, if possible.

1. How long has your program been in operation?

2. When are classes given and for how long?

3. Describe your student population in terms of the following criteria. It will be necessary to give approximations and averages as you see them. Consider the time period to be January - April 1987.

   a) Age _____

   b) Sex _____

   c) Educational backgrounds _____

   d) Language backgrounds _____

   e) Length of time in Canada _____

   f) Immigration status _____

   g) Career/occupational goals _____

   h) Other _____

4. Describe the nature of your program. Consider the following:

a) Enrolment January-April 1987 _____

b) Levels _____

c) Cost of registration _____

d) Students, full or part-time _____

e) Number of students per class _____

f) Funding source (i.e. support for program) _____

g) Program evaluation

i Student _____
ii Teacher _____
iii Curriculum _____

h) Curriculum design (program objectives/philosophy)

5. Describe the services available to students in your program. Consider

a) Counselling _____

b) Daycare _____

c) Resource centre _____

d) Student financial assistance _____

e) Other _____

6. Describe your instructional staff in terms of the following:

a) Volunteer/paid (numbers) _____

b) Part-time (numbers) _____

c) Full-time (numbers) _____

d) Instructor qualifications

i TESL degree - graduate _____

undergraduate _____

ii B.Ed _____ Specialty _____

e) Other _____

7. What are some of the critical concerns and issues which impact Adult ESL programming? Consider

a) funding arrangements _____

b) student needs _____

c) instructor qualifications _____

d) other _____